

The Alice and Jerry Basic Readers
Reading Foundation Series

v. 1-4

GUIDEBOOK
FOR TEACHERS
for the
Preprimer Program

to accompany

Skip Along

Under the Sky

Open the Door

High on a Hill

and

the Preprimer Textfilms



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The Alice and Jerry Basic Readers
Reading Foundation Series

GUIDEBOOK
FOR TEACHERS
for the
Preprimer Program

BY

MABEL O'DONNELL

ROW, PETERSON AND COMPANY
HOME OFFICE: EVANSTON, ILLINOIS

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THE NEW ALICE AND JERRY BASIC READERS

Materials Comprising the Reading Readiness Program

FIRST YEAR READINESS TEST—I (free where The Alice and Jerry Books are used basically)

HERE WE GO, Diagnostic Reading Readiness Book

OVER THE WALL, Developmental Reading Readiness Book

PICTURE CARDS (63 pictures, 6½" by 9", for use with HERE WE GO and OVER THE WALL)

TEXTFILMS (Filmstrips, 35 mm.)

I Live in the City

I Live in the Country

Tell Another Story

Animals to Know

Away We Go

FIRST YEAR READINESS TEST—II (in preparation; free where OVER THE WALL is used basically)

GUIDEBOOK FOR TEACHERS ON INITIAL STAGES OF READING READINESS (free with basic orders)

Materials Comprising the Preprimer Program

SKIP ALONG, First Preprimer

UNDER THE SKY, Second Preprimer

OPEN THE DOOR, Third (Basic) Preprimer

HIGH ON A HILL, Fourth (Parallel) Preprimer

POCKET CARD HOLDER

BIG PICTURES FOR SKIP ALONG (24 pictures on 16" by 19" cards)

REBUS, WORD, PHRASE AND SENTENCE CARDS

PREPRIMER WORKBOOK (to accompany the first three preprimers)

A VOCABULARY PREPRIMER WORKBOOK (An Additional Workbook to be used in conjunction with the Preprimer Workbook; for use with immature groups only)

TEXTFILMS (to accompany each of the preprimers)

PREPRIMER ACHIEVEMENT TEST (in preparation)

GUIDEBOOK FOR TEACHERS FOR THE PREPRIMER PROGRAM (free with basic orders)

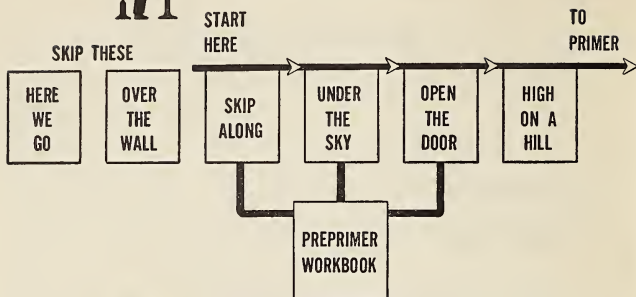
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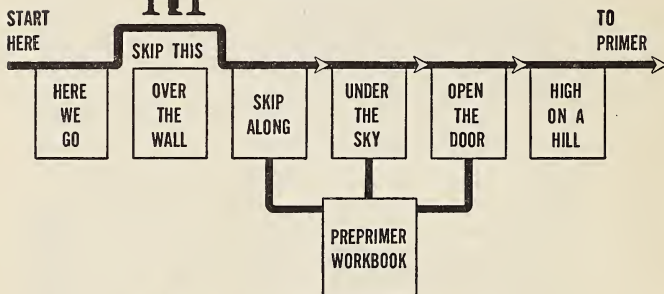
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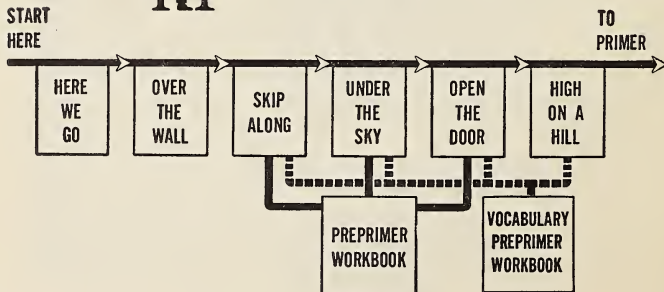
SUPERIOR GROUP



AVERAGE GROUP



IMMATURE GROUP



Introduction

For many years research workers in the field of reading and child development have been pleading for greater attention to the problem of individual differences. Teachers entering the elementary field from schools of education the country over have not only been cognizant of the problem; they have realized that its solution was the province of the classroom teacher.

In the field of reading, teachers have attempted to meet the needs of superior, average, and immature pupils through small group teaching. The differences in the programs for the three groups have been largely in time allotment, and in ease and amount of material read. Superior pupils read a maximum of increasingly difficult material at maximum speed. Immature pupils read a very limited amount of extremely easy material at an extremely slow rate. The results have been far from satisfactory.

Recently there has come a constantly recurring query from superior teachers. Is not the crux of the problem the fact that we need a different type of teaching for these groups? Why should a superior child be taught by the same methods as the average; the average by the same methods as the immature? In differentiating the programs to meet the needs of the three groups, should not the first and most important differentiation be in the type of teaching used?

This Guidebook is an attempt to show how this can be done. In such a short résumé as the following it is impossible to list all the significant teaching differences in the three programs; a few of the more pronounced differences are pointed out.

Program for superior groups. This program is a challenge to the thinking of superior pupils. The reading techniques presented are numerous and varied. Though the amount of directed teaching is less evident than in the other two programs, bulletin board activities and the application of vocabulary to new context show the careful planning which has been done to provide superior pupils with the enriched experience so necessary to stimulate them.

In this bulletin board and chart reading, the vocabulary of the preprimers is used again and again in order to enrich and extend

word meanings and to stimulate independent reading on the part of children. Texts for these charts are provided in the Guidebook.

Pupils are encouraged to increase their vocabularies beyond the limits of the preprimer word list through carefully planned bulletin board activities. Certain techniques for unlocking new words, such as the use of the picture dictionary, are presented, not taught. Pupils are stimulated to use their own initiative in extending their sight vocabulary. By the end of the program a careful foundation has been laid for spelling and writing activities.

Program for average groups. It is the aim of this program from the very beginning to make pupils take pride in being self-reliant. Superior pupils profit by having word recognition techniques suggested to them. Average pupils profit by having such techniques carefully taught. A large amount of time is taken in guiding pupils in the use of picture, context, and initial consonant clues and in various combinations of the three. Special emphasis is also given to left-to-right word scanning and to the auditory and visual perception of initial consonant sounds.

This program, as do the other two, accepts the challenge that reading development is not possible without an adequate vocabulary of carrier and service words (all words other than nouns) which can be recognized automatically. Interesting and varied methods of building such a sight vocabulary are given throughout the program.

Program for immature groups. In this group the rate at which the preprimer text is presented is extremely slow. Techniques are few and are repeated many times. Immature pupils need to learn how to do a few things and do them well. Only in this way can they attain a feeling of security and confidence.

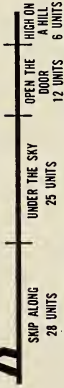
Reading ability is fostered by increase in language ability. All too often pupils in immature groups lack the requisite ability to express their ideas and feelings to other people; therefore great emphasis is placed upon the oral language approach to reading, and story-telling from pictures is emphasized.

All too often, immature pupils fail to develop any adequate method of word recognition because in the beginning stages of reading they were not given adequate ear-training experiences. Therefore special emphasis on the development of auditory perception is given in the program for immature groups.

SUPERIOR GROUP



START

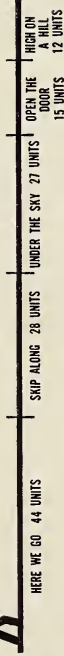


FOUR PREPRIMERS - 71 UNITS

AVERAGE GROUP



START



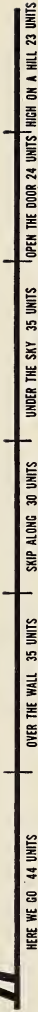
READINESS ⁴⁴ UNITS

FOUR PREPRIMERS - 82 UNITS

IMMATURE GROUP



START



READINESS - 79 UNITS

FOUR PREPRIMERS - 112 UNITS

TIME CHART

This chart shows the relative rates at which the three ability groups can be expected to complete the Readiness Program and the Preprimers.

Teaching plans covering the units as shown in the chart are developed in the Readiness and Preprimer Guidebooks. Each unit represents the approximate amount of progress which a class can expect to make in one reading period.

GENERAL NOTES ON USING THIS GUIDEBOOK

1. In accordance with the program as outlined for superior groups, pupils begin the reading of *Skip Along*, the first preprimer, immediately upon the completion of First Year Readiness Test—I. Since these pupils will not have had the Reading Readiness Book, *Here We Go*, their rate of progress through *Skip Along* is slower than might be expected. The rate at which the superior program gains momentum in contrast to the other two programs is clearly evident in the unit plans for the other preprimers.
2. Whenever initial consonants are presented in the unit plans, the sound, NOT THE LETTER NAME is to be used, except in the superior program where, in certain cases, definite directions to use the letter name are given.
3. The correlation of each workbook page with certain pages in the preprimers is given at the bottom of the workbook pages under the caption USE. If the workbook is so used, no new vocabulary will be encountered. However, this does not mean that the workbook pages must be always so used. Very often in the Supplementary Activities at the close of units in the Guidebook a different use of the workbook page may be suggested, if such a page correlates better with the activity being stressed in a particular unit. With this use, also, no new vocabulary will be encountered.
4. Some of the most important activities in the Guidebook are concerned with independent reading from the bulletin board. It is to be hoped that these activities will never be omitted and that pupils will be constantly stimulated to read the bulletin board.
5. In rural schools or in situations where the number of pupils is so small that division into groups is not feasible, teachers should use the program for average groups. To meet the reading needs of each pupil in such small groups, it is to be hoped that the teachers will read thoroughly the programs for superior and immature groups and modify their teaching accordingly.
6. It is assumed that all writing done by the teacher on the board or bulletin board shall be in manuscript form.

Program for Superior Group

I. UNIT PLANS FOR THE FIRST PREPRIMER

SKIP ALONG

UNIT I

Introduction to *Skip Along*

Materials Needed

Pocket Card Holder	Word Cards	Phrase Card
Big Pictures 1-2	Alice Jerry and	Alice and Jerry

If a projector is available, use the Textfilm for *Skip Along*, Frames 1-8 before beginning this unit. (See pages 437-38 for directions for using the Textfilm.)

Procedure

Preparation. (Have Big Pictures 1-2 ready for use.) This morning we are going to have a good time with a little girl named Alice (indicate picture) and a little boy named Jerry (turn picture). Let's see what they are doing. (Allow ample time for discussion of the pictures.) What do you think Alice and Jerry are planning to do next?

Look carefully at Alice and Jerry so that you will know them when you see them again. How will you know Alice? (If children suggest her pink dress, remind them that people change their clothes often, but that their faces and hair remain the same.) How will you know Jerry?

Developmental reading activities. I know another way by which I can remember Alice. This card says *Alice*. (Put Big Picture 1 in the card holder, and place the card under the picture.) If I read this card, I will know that the name of the little girl is Alice. That is what reading is good for. It tells us things. Look carefully at Alice's name. Watch how it begins. (Trace the

capital *A* with your finger. Give the card to some child, have him say the word, and then have him put the card under the picture. Repeat several times.)

Jerry has a name, too. (Place the card *Jerry* under the picture of Jerry.) Look carefully at the way *Jerry* begins. (Trace the capital *J* with your finger.) Do you see the twin letters in Jerry's name? (Give the card to some pupil, have him say the word, and then have him put the card under the picture of Jerry. Repeat several times. Then use both cards as flash cards until the recognition of *Alice* and *Jerry* has become automatic.)

When I see *Alice* and *Jerry* together, I join their names together, too. I say *Alice and Jerry*. (Place the phrase card in the card holder and have several children read.) Who can show me where it says *Alice* on this new card? Cup the word with your hands like this (illustrate). Who can find the other card that says *Alice* and match it with this word? Were we right? Does the first word on our new card say *Alice*? (Use the same procedure for *Jerry*.)

This little word (indicate *and*) is the joining word and it says *and*. Listen! *Alice and Jerry*! Did you hear the joining word? We will use this joining word many times as we learn to read. Now who will read the new card? (Give the phrase card to some child who will read it and return it to the card holder. Repeat procedures with *Alice*, *Jerry*, *Alice and Jerry* until recognition has become automatic.)

Vocabulary enrichment and extension. *Word associations:* (Remove Big Pictures from card holder.) How many things does this card make you think of? (Hold up the card *Alice*. Get as varied responses as possible—her dress, her sandals, her doll, the path she walked on, etc. Show Big Picture 1 again to check any items which may have been omitted. Repeat procedure for the card *Jerry*.)

You have no idea what happens when we meet *Alice* and *Jerry* the next time, but it is sure to be exciting. (Hold up the card *and*.) I am going to use this joining word many times as I ask you to go to your chairs. *Helen and John* may go. Did you hear the joining word? What was it? (Repeat procedure until the group has been dismissed.)

Supplementary Activities

1. **Preprimer Workbook**, page 1. In all workbook activities be sure directions are understood.
2. **Bulletin board**. Place the cards used in this unit on the bulletin board. Check to see which pupils are so interested in reading that they go to the board voluntarily to read the cards.

UNIT 2

Introduction to pages 4-6, *Skip Along*

Materials Needed

Pocket Card Holder	Phrase and Sentence Cards	
Big Picture 3	Alice and Jerry	Come Jerry come
Word Cards	Come and look	Look Jerry
Alice Jerry	Come come	Look Jerry look
and Look	Come Jerry	Look look
Come		

Procedure

Preparation. (Have pocket card holder with Big Picture 3 attached ready for use.) I am sure you remember the joining word. (Hold up the card *and*.) I will use it as I call you to the reading group. You may come, Bill and Sue. Did you hear the joining word? What does this card say? (Call the rest of the group in the same manner.)

Do you see anyone in the new picture whom we know? There are some cards on this chair. Find the girl's name! The boy's! Now the card that joins their names together. What does that card say? (Allow time for discussion of the picture.)

Developmental reading activities. After breakfast Jerry was swinging away in a swing and having a good time. Alice wandered away by herself. All at once she discovered something. She wanted Jerry to see it, too. So she called, "Come!" (Place the word *Come* in the card holder.) Look carefully at the way *Come* begins. (Trace the capital C with your finger.)

Can you do what this card tells you to do? (Hold the card in front of some child and have him come to you.) Alice was so anxious to have Jerry come that she said *Come* two times. (Place *Come come* in card holder and have card read.) Do you notice that the first *Come* begins with a big letter? We call that letter a capital letter. A word that starts a sentence always begins with a capital letter. But both these words say *come*.

Jerry wasn't in much of a hurry. So Alice went up to him to pull him out of the swing. Then she said—(Put *Come Jerry* in card holder and have card read.) Then she said *come* two times, but she put Jerry's name in between. (Put *Come Jerry come* in the card holder and have all the sentences read several times until the word *come* is thoroughly familiar. Call attention to the idea that the sentence *Come Jerry* shows that Alice is talking. If it were Jerry, he would not use his own name. Have cards removed from card holder by having each child take a card, read it for the group, and put it on a chair with the cards of the day before.)

Well, now we have Alice and Jerry down by the pond. As Alice points, she says, "Look!" (Place *Look* in the card holder.) Notice how *Look* begins. (Trace the capital *L* with your finger.) Notice the two round letters. Alice becomes very excited. So she says—(Place *Look look* in card holder and have card read.) Can someone show me the *look* that begins with a capital letter? Remember it comes at the beginning of the sentence. Cup it with your hands. Now show me *look* when it begins with a small letter. Now read everything that Alice has said so far.

This next sentence makes me know that Alice is talking. She uses Jerry's name. (Place *Look Jerry* in the card holder and have card read.) Then she says the word *look* two times, but she puts Jerry's name in between. (Put *Look Jerry look* in the holder and have card read.) Now Alice uses our joining word and asks Jerry to do two things. (Place *Come and look* in the card holder; have card read several times. Then have the story read sentence by sentence. Have some pupil read the entire story. Be sure pupils read each sentence silently before reading the sentence aloud. Watch fluency and expression. Do not allow word-by-word reading to develop.)

I wonder what Alice really does see in the pond? Suppose

you each make a guess. Which of your guesses will be right? We will find out the next time we read.

Vocabulary enrichment and extension. (Place in the card holder all the word cards used so far. Say, "I am thinking of a word, but I won't tell. It is something you do with your eyes." Have some child remove the word *look* and read it for the group. Continue suggesting words—a boy's name, something you can do with your feet, the joining word, a girl's name—until all the cards are removed from the holder.)

Supplementary Activities

1. *Preprimer Workbook*, page 2.
2. **Bulletin board.** On the bulletin board have the following sentences in large manuscript writing and a small box in which a marble or some small surprise has been hidden. Watch to see which children use reading to find out what is expected of them.

Come, come, come!

Come and look!

Come and look!

UNIT 3

Introduction to pages 7-8, *Skip Along*

Materials Needed

Pocket Card Holder

Big Picture 4

Word Cards

Alice Jerry

and look

Come See

Phrase and Sentence Cards

Alice Alice Look Alice

Come and look See the

Rebus Cards

bird rabbit

ducks squirrels

Procedure

Preparation. (Have Big Picture 4 attached to card holder with card holder reversed so that the picture cannot be seen.) Are you as anxious as Carl is to find out what Alice saw in the water? He thinks it was a fish. The picture on the card holder is

going to give the secret away. So I want you to —(Hold up the card *Come* and have it read.) Then I want you to—(Hold up *look*.) So I join the two words with our joining word—(Hold up *and*.) Now you know that I want you to—(Hold up *Come and look* and have several children read.)

(When the group has assembled, turn the card holder around and allow free discussion of the picture.)

Developmental reading activities. Jerry was so excited that he pushed ahead of Alice down to the bank of the pond. When he held out the doughnut, he wanted Alice to be sure to see what happened. So he said—(Put *Look Alice* in the card holder and have it read.) Then he said, "See the ducks!" (Put *See the* and rebus card *ducks* in card holder to form the sentence *See the ducks* and have the sentence read several times.) Then Jerry said Alice's name two times. (Put *Alice Alice* in the card holder.) Then he told Alice to do what I asked you to do. (Put *Come and look* in the card holder. Have the story read sentence by sentence; then have some child read the entire story. Stress the idea of reading the way Jerry would talk. Watch to see that lip reading does not get started while the pupils are reading the sentences with their eyes, preparatory to oral reading.)

(Remove picture from card holder. Remove the sentence *See the ducks* from the card holder and read it for the group. Have the children take the rest of the cards in like manner.)

(Place the phrase card *See the* in the card holder.) One day Alice and Jerry were looking up into a tree. All at once Jerry saw something. He said—(Add the rebus card *squirrels* and have the sentence read.) Just then Alice saw an animal with long ears. She said—(Substitute *rabbit* for *squirrels*. If pupils say bunny, suggest that they use the grown-up word, rabbit.) By and by Jerry saw something flying. He said—(Substitute *bird* for *rabbit*.)

This morning when Alice and Jerry were looking at the ducks, Father and Mother came along the road in the car. Mother saw Alice and she said, "See Alice!" (Put word cards *See* and *Alice* in the card holder to form a sentence and have it read.) Just then Father saw Jerry and he said—(Substitute *Jerry* for *Alice* and have someone read.)

(Remove all cards except *See the* and *See*.) Who can find the

picture of what Jerry saw flying, finish the sentence in the card holder, and read it for us? (Continue in the same way with *what Jerry saw in the tree, the animal Alice saw, what Alice saw on the pond.*) Who can find the name of the little girl and finish the sentence that tells what Mother said? The name of the boy and finish what Father said?

There is a big surprise waiting for you when we read the next time, and some more good pictures of Alice and Jerry.

Vocabulary enrichment and extension. *Word associations:* If you were near a pond what might you see? (shallow water, ducks, frogs, turtles, fish, trees, tall grass, etc.) What might you hear? (rippling water, turtles diving, birds singing, frogs croaking, etc.)

Supplementary Activities

1. *Preprimer Workbook*, page 3.
2. **Bulletin board.** Use the rebus card for *rabbit* and put the following story on the bulletin board in manuscript writing. Which pupils read the story voluntarily?

Come, Alice.

Come and look.

See the (rebus rabbit).

Look, Alice, look.

UNIT 4

Skip Along (pages 2-8)

Materials Needed

Word Cards	Pocket Card Holder	Rebus Card
Alice		ducks
Jerry		
and		Sentence Card
look		
Come		Come and see
see		

Procedure

Preparation. This is the day of the big surprise. So you had better—(Hold up *Come*.) I am sure you will want to—(Hold up *see*.) So suppose I use the joining word. (Hold up *and*.) Then

I can ask you to do two things. (Hold up *Come and see* and have several children read.)

Developmental reading activities. (Hold up a copy of *Skip Along*.) Here is the big surprise, and won't you have fun looking at it! If Billy can count the boys, he may get each boy a book. Helen may count the girls and get their books. (Continue each day to make use of opportunities for counting, especially with pupils who need number experiences.)

Now look at the cover of your new book. The name of the book is *Skip Along*. Read it as my hand skips along under the title. (Move your hand from left to right under the title.) The pictures on the cover tell us the same story—*Skip Along*. Where do you suppose these children are skipping? Let's skip along to the next page and see what we will find.

This next page is called the title page. It tells us the name of the book and gives other information, too. Can you find the name or title of our book at the top of the page? Who is skipping along in the little black and white picture?

Hold your book in your left hand and turn the pages from the top with your right hand. (Give appropriate directions for left-handed children. If correct habits for handling books have not been established, attention must be given to this phase at every lesson. If such habits have been established, an occasional reminder will be needed.)

Turn to page 2 and you will see a friend of yours. How do you know that this is Alice? (Have Alice's distinguishing characteristics reviewed.) How else would you know that this is Alice? Good for you, Tommy. You can read her name. This is page 2. (Write 2 on the board.) What page will be next? Check in your book to see if the next page is 3.

Whom do you see on page 3? How do you know that it is Jerry? Read his name for us, Carl.

Would you like to have time to skip along through the other pages to see what a good time Alice and Jerry are having? (Encourage pupils to share familiar things they find; to ask about those they do not recognize; to find words they know.)

Now turn back to page 4. I told you Jerry was having a good time in the swing when Alice came to pull him out. (Allow a few minutes for free discussion of the picture.) Now

who will read what Alice said to Jerry? How do you know that Alice is talking?

What page comes after 4? Check with your books. Is 5 the next page? Have you ever done what Alice and Jerry are doing on this page? Read the sentence with your eyes, but don't say a word. Who is talking? How do you know? Read what Alice says, Ann.

What page comes after 5? Check with your book as you turn the page. Is page 6 the next page? Have you seen this picture before? Read with your eyes. Who is talking? What does she say first? What does she say next? Who will read the whole page?

What page comes after 6? Are we right? Is 7 the next page? Have you seen this picture before? How many ducks do you see? Alice says three things to Jerry. What does she say first? Then what? What does she say last?

Jack thinks the next page is 8. Is Jack right? Turn and see. Did you ever see this picture before? How many ducks do you see? Are six ducks more than three ducks? Where do you think these other ducks have been hiding? I know who is talking when I read the first line. What does Jerry say first? (Continue to have the page read line by line. Then have some child read the whole page.)

I see your eyes jumping right over to the next page. So if you can tell me what page comes after 8, I will tell you something about that puppy. He is a puppy because he is a very young dog. Sally thinks the next page is 9. Check and see if she is right. This is Alice's puppy and his name is Jip. I like to say *Jip*. It starts like *Jerry*. If you can say the puppy's name, you can read the word at the bottom of page 9.

(Have seven children read pages 2-8, page by page, while the others close their books and listen. Stress reading as Alice and Jerry would talk.)

Vocabulary enrichment and extension. (Put into the card holder the six word cards indicated under Materials Needed. Have each individual child say, "One, two, three. How many for me?" He then sees how many cards he can take from the holder and read before he is "caught." Watch carefully the growth of sight vocabulary as indicated by this game.)

Supplementary Activities

1. **Illustration.** Have pupils draw a picture of themselves having fun near a pond.
2. **Bulletin Board.** Put a picture of ducks or the rebus card for ducks on the bulletin board with the word *ducks* underneath. Over to one side have the following sentences in manuscript writing: *Come and see Alice. Come and see Jerry. See the ducks.* How many children in superior groups discover for themselves the new word *ducks* by matching it with the word under the picture? How many are forming the habit of reading the bulletin board without being reminded?

UNIT 5

(To follow pages 2-8, *Skip Along*)

DO NOT OMIT THIS UNIT

If a projector is available, use the Textfilm for *Skip Along*, Frames 9-10. (See page 438 for directions.) Otherwise use the following procedure.

Materials Needed

Pocket Card Holder

Word Cards

Alice (2)

The

Rebus Cards

airplane (2)

Phrase and Sentence Cards

Come and look

Come come

Look Alice look

Look look

See the

Procedure

Activities to develop auditory perception. Today we are going to do something very different. We are going to find things in pictures which begin the way *duck* begins. Listen as I say *duck*. When you came into the room this morning, you came in at the—*door—duck*. They begin alike. They begin with the same sound. I see a girl not far away whose name begins like *duck*. Good for you, Doris. Your ears are working. I see a boy whose name begins like *duck*. Listen! *Dick—duck!* Do they be-

gin alike? (Many suggestions may be necessary until pupil ability to hear beginning sounds has been developed. ABILITY IN AUDITORY DISCRIMINATION IS VERY IMPORTANT. KEEP PERSISTENTLY AT WORK TO DEVELOP ABILITY TO HEAR BEGINNING SOUNDS.)

(Hold up page 2 in *Skip Along*.) Alice is carrying a basket. Does *basket* begin like *duck*? *Basket—duck!* Test it. No, of course *basket* does not begin like *duck*. But Alice is carrying something that does begin like *duck* (doll). (Show page 3.) Jerry has something that begins like *duck* (doughnut). There is something on the ground that does, too. (Show page 4.) Jerry's swing goes up and —. I heard a word that begins like *duck*. What was it? And now look at Jip on page 9. He is a puppy, but he is also a —. What word begins like *duck*? Maybe you can think of other words that begin like *duck*. What are they?

Application of vocabulary in new context. One day Jerry was out in the yard. He heard something and looked up. My, but he was excited. He wanted Alice to see, too. So he said—(Build *Come come Alice* in card holder.) Then he said—(Add *Come and look*.) Alice was slow in coming and Jerry was getting more excited. So he said—(Build *Look look Alice*.) Then he said—(Put *See the* and the rebus card for airplane in the card holder to form a sentence. Add *Look Alice look*. Have the story read sentence by sentence.)

Every story should have a name or title. Suppose we give our story a title. This title says *The Airplane*. (Put word card *The* and rebus card *airplane* in card holder as a title for the story.)

A good title always tells what a story is about. (Take the card *The* from the card holder.) This is a good word to remember. We often use it in titles. It says *The*. (Have several children read the word and return it to the card holder; then have several children read the story, including the title.)

Suppose we earn our way to our seats this morning. You may go if you can whisper a word to me that begins like *duck*. (Praise anyone who thinks of a word not used so far.)

Supplementary Activities

1. **Illustration.** Have pupils draw a picture to illustrate the airplane story.

2. **Bulletin board.** Put a picture of an airplane with the word under it on the bulletin board. (Rebus card may be used.) Over to one side have the airplane story as developed in this unit written in manuscript writing. Use the word *airplane* instead of the rebus form. How many children discover what the new word says by matching it with the word under the picture?

UNIT 6

Introduction to pages 10-11, *Skip Along*

Materials Needed

Pocket Card Holder	Phrase and Sentence Cards	
Big Picture 5	Alice Alice	Jip Jip Jip
Word Cards	Come and see	Look look
Alice Jerry	Come and see Jip	See Jip
here Jip	Come here	
Look	Come here Jip	

Procedure

Preparation. I am so glad everyone is *here* this morning. (Hold up the card *here*.) I am glad you are *here* and not at home because we are going to have a good time with—(Hold up *Jip* and have it read.) I want Sally to—(Hold up *Come here*; then have Sally read the card and come to the place where the group is to read. Call other pupils in like manner.)

Developmental reading activities. (Have Big Picture 5 fastened to card holder ready for use.) Well, here is that puppy all ready for something to happen. (Allow full time for discussion of the picture. If Textfilm has not been used, have pupils guess what is in the box. Suggest that the fastening might be loose. Maybe Jerry fixed it that way on purpose. Maybe he is up to mischief. Have pupils note that Alice and Jerry have changed their clothes since the last story.)

We ought to know the characters in our story before we start reading. The characters are the people who do things in our story. Who can find the puppy's name among the cards on

this chair? Who can find his owner's name? I know a boy who thinks that this puppy is partly his. Can you find the boy's name? Now listen! *Jip—Jerry*. What did you notice about those two words? Yes, it sounds as if they begin alike. Let's see if they do. (Hold up the cards *Jip* and *Jerry* and trace the capital *J* on both cards with your finger.) Do they begin alike? Yes, we can hear that they begin alike, and we can see that they begin alike.

Jerry certainly wants *Jip* to come. He uses *Jip's* name three times as he calls. (Put *Jip Jip Jip* in the card holder and have someone read.) Then he told *Jip* to do what I asked you to do this morning. (Put *Come here* in the card holder. Then add *Come here Jip*; build and add *Look Jip*. Have the story read sentence by sentence. Then have one or more children read the entire story. Play "Send Away" with the cards by having some child take from the card holder as many words as he can read, read them for the group, and put them on a convenient chair.)

Jerry may be up to mischief, but he wants Alice to see what he is doing. So he calls her. (Build the following story in the card holder, sentence by sentence.)

Alice Alice
Come and see
Come and see *Jip*
Look look Alice
See *Jip*

What do you think is going to happen next? Each of you may have a guess. I am sure the secret will be waiting for you the next time we read.

Vocabulary enrichment and extension. *Word associations:* How many things do you think of when I say *Jip*? (soft brown fur, cold nose, long flappy ears, big brown eyes, leash, dog house, etc.)

(Hold up the card *Come here* and have some child carry out the direction by coming to you. Walk to the door and repeat the procedure. Walk to several different places in the room until the idea is clear that *here* may mean many different places depending upon where the speaker is standing.)

Supplementary Activities

1. *Preprimer Workbook*, page 4.
2. **Bulletin Board.** Put a picture of Jip with his name underneath (Big Picture 24 may be used) on the bulletin board. Have pupils look through old magazines on the reading table for pictures of things a puppy might like. They may pin their cuttings under the picture of Jip.

UNIT 7

Introduction to page 12, *Skip Along*

Materials Needed

Pocket Card Holder	Phrase and Sentence Cards	
Big Picture 6	Come here	Look Alice look
Word Cards	Go go go	See Jip
Come go (2)	Go Jip	See Jip go
Rebus Card	Here Jip	See the
jack-in-the-box	Here Jip here	

Procedure

Preparation. Suppose you earn your way to the reading group today. Read this card and do what it says. (Hold up *Come here* and have some child read.)

Developmental reading activities. (Have Big Picture 6 ready for use, but not fastened to the card holder.) Do you remember the guesses we made yesterday about what was in Jerry's box? (Review some of the guesses.) It is almost time to give away the secret, but not quite. Jerry is still up to mischief. He wants Jip to come closer and closer to that box. So he says, "Here, Jip." (Put *Here Jip* in the card holder as you read.) Do you notice that *Here* begins with a capital letter? Why? (Have card read several times.) Then Jerry says *here* two times, but he puts Jip's name in between. Who can read what he says? (Put *Here Jip here* in card holder.) Who can find the *here* that begins with a capital letter? Who can find the *here* that begins with a small letter? Who can read both cards?

Jip comes closer and closer. He touches the lock on that box with his nose and then out jumps the jack-in-the-box. (Show Big Picture 6 and fasten it to the card holder. Allow full time for discussion of the jack-in-the-box and how it works.)

Just before Jip's nose touched the lock, Jerry told Jip the secret. He said—(Put *See the* and the rebus card for *jack-in-the-box* in the card holder to form a sentence.) The minute Jack popped out of the box, Jip started to go. So Jerry said, "Go, Jip." (Put *Go Jip* in the holder and have card read.) What a little word *Go* is! Watch how it begins. (Trace the capital *G* with your finger.) *Go* begins with a capital letter. Why? Now you will see *go* when it begins with a small letter. Jerry tells Jip to go three times. (Put *Go go go* in the card holder and have it read.) Who can find a card on this chair that tells what Jerry told Jip to do? Does your word *go* begin with a capital or a small letter? Who can find another card that tells what Jerry wanted Jip to do? How does your word begin? (Be sure cards for *Go* and *go* are available.)

Well, of course, Jerry wanted Alice to see the fun. So he said—(Add *Look Alice look*, *See Jip*, and *See Jip go* to the card holder. Have the story read sentence by sentence. Have several children read the entire story.)

Do you suppose Jip forgives Jerry for teasing him? This afternoon there will be some different pictures of the jack-in-the-box in your books.

Vocabulary enrichment and extension. "*Opposites*": (Hold up the word card *Come* and have some child carry out the direction. Then show the word card *Go* to the same child and have him return to his place. Repeat a time or two.) When you *come* you do something very different from what you do when you *go*. When two words mean something very different, we say that they are opposites. *Come* and *go* are opposites.

Suppose you earn your way back to your chairs. I won't let you go until someone thinks of something we read about today that begins like *Jip* and *Jerry*. Jip didn't like what I am thinking of at all. Good for you! *Jack-in-the-box* does begin like *Jip* and *Jerry*.

Supplementary Activities

1. *Preprimer Workbook*, page 5.
2. **Bulletin Board.** Put a picture of a jack-in-the-box on the bulletin board (rebus card may be used) and the word underneath. At one side have the following story.

Come and see.

Come and see.

See the jack-in-the-box.

UNIT 8

Skip Along (pages 9-12)

Materials Needed

Word Cards

Alice here look
and Jerry see
come Jip the
go

Sentence Cards

Come and see Here Jip here
Come and see Jip Look Alice
Come here See Jip go
Go go go Go Jip

Big Pictures 5 and 6

Procedure

Preparation. Do you remember what Jerry told Jip to do? He told him to—(Hold up sentence card *Go go go* and have it read.) I hope we will go, go, go through the pages in our books and be able to read the whole story of Jip. But first you must earn your books. As soon as you can read one of the cards I hold up, you may get your book and turn to page 9. (Hold up sentence cards indicated above, one by one.)

Developmental reading activities. (Page 9.) Have you seen this picture before? Who will read the title of our story so that we can skip along? What page will come after 9? Turn the page and see if you were right.

Page 10. Have you seen this picture before? How is it different from the one we saw on the card holder? (Check with Big Picture 5 to note differences.) I know Jerry is talking in the first sentence. How do I know? Who will call Jip

three times just as Jerry did? Do you notice anything about the next two sentences? Who will read them and tell us what Jerry wanted Jip to do? In the last sentence Jerry wants Jip to use his eyes. What does he tell him to do?

Page 11. Have you seen this picture before? How is it different from the one we saw on the card holder? To whom is Jerry talking in the first sentence? What does he say? Look at the next two sentences. Have your sharp eyes working. Are they just alike? Why not? Who will read them and show us that they are not quite alike? The last sentence is so easy. Someone is surely ready with that.

Page 12. Is this picture just like the one we saw on the card holder? (Compare Big Picture 6 with the page in the book.) I like the sentence which tells what Jerry said first. I see *here* in that sentence two times. Who is ready to read? Now someone can surely read what Jerry said to Jip just as Jack popped out of the box. Jip goes fast, but Jerry wants him to go faster. Read the next two sentences and tell us what Jerry said to Jip. Now Jerry is talking to Alice. How do I know? What does he say first? Then what does he want her to see? (Have this page read sentence by sentence. Have several children read the page.)

Page 13. You can't keep your eyes off that fire engine on the next page, can you? We will go on and read that page if you can tell me what page comes after 12.

What will be the first thing Jerry will do when the fire engine is finished? Of course, he will go for a ride. If you have very, very sharp eyes, you can find the word *Ride* in the title of the story. *Ride* begins with a capital letter because it is in the title. (Cup the word *Ride* with your fingers.) Now of course someone can read the title of our new story.

(Have children decide how many readers will be needed to reread the story of Jip if each child reads a page. Choose pupils who need practice, and have the other children close their books to listen. Emphasize reading as Jerry would talk.)

Vocabulary enrichment and extension. (Put the word cards indicated under Materials Needed in the card holder. Play "One, two, three! How many for me?" as in Unit 4. Use this game to test the growth in sight vocabulary.)

Supplementary Activities

1. **Illustration.** Have pupils draw a picture of Alice bringing Jip a good surprise.
2. **Bulletin board.** Put the word *Go* in large letters on the bulletin board. Have pupils look through old magazines to find pictures of things which can go, to pin under the word.

UNIT 9

(To follow pages 9-12, *Skip Along*)

DO NOT OMIT THIS UNIT

If a projector is available, use the Textfilm for *Skip Along*, Frames 11-12. (See page 438 for directions.) Otherwise the following procedure is suggested.

Materials Needed

Pocket Card Holder	Phrase and Sentence Cards	
Rebus Card: ball	Come and see Jip	Jip Jip Jip
Word Card: Jip	Come here Jerry	See Jip go
Look	Go Jip	See the

Procedure

Activities to develop auditory perception. Do you remember the fun we had thinking of words that began like *duck*? Let's see how many you can remember. I see a girl not far away whose name begins like *duck*. This morning I saw a truck dumping sand. It was a dump truck. Did you hear the word that began like *duck*? (Review all words suggested in Unit 5 and add others. Have a large piece of tag board, 18" x 36", ready with a picture of a duck at the top left. Suggest that children may bring in pictures of things whose names begin like *duck*. The pictures can be pasted in a row on the chart after the picture of the duck. See page 66 for picture of chart.)

We have been having fun with another word. Say the puppy's name softly. Now I am going to say the names of some children in our group. Listen carefully. Jip—Jimmy—Sally. Which two names began alike? John—Jip—Linda.

Mr. White keeps our building clean. He is our j——. Do *janitor* and *Jip* begin alike? This morning I had toast for breakfast. I put some j—— on my toast. (Continue to suggest words. Write the word *Jip* under the picture of the duck on the Sound Chart. Suggest that pictures of things that begin like *Jip* can be added to fill out the row. DO NOT FAIL TO MAKE THIS CHART.)

Application of vocabulary in new context. Alice certainly did have a good time with Jip. One morning she had a little old ball. Let's see what happened when Jip saw that ball. (Have the following story built up in the card holder ready for the group to read.)

Jip Jip Jip

Look Jip

See the (rebus ball)

Go Jip

Come here Jerry

Come and see Jip

See Jip go

Before you go to your chairs, tell us about the picture you are going to find for our chart. Will your picture begin like *duck* or like *Jip*?

Supplementary Activities

1. **Illustration.** Have pupils draw a picture to go with the story of Jip and the ball.
2. **Bulletin board.** Have a picture of a ball with the word *ball* underneath it on the bulletin board. (Rebus card may be used.) Have the story of Jip and the ball written in large manuscript writing. Use the word *ball* instead of the rebus. How many children can discover the new word by matching it with the word under the picture? The best picture made by the children may be put on the bulletin board to illustrate the story.

UNIT 10

Introduction to pages 13-15, *Skip Along*

Materials Needed

Pocket Card Holder	Phrase and Sentence Cards
Big Picture 7	Alice and I Here I come
Rebus Cards	Alice and Jerry Here I come Alice
airplane fire engine	Come and Ride Jerry and I
bird hen	Come and ride See my
cap squirrels	Here comes Jip See the
ducks sweater	Word Cards: come comes

Procedure

Preparation. I believe that fire engine is all done. I think Jerry wants you to—(Hold up *Come and Ride* and have card read.) *Ride* begins with a capital letter because it is in the title of our story. I can show you a card which says the same thing, but this time *ride* begins with a small letter. (Hold up *Come and ride* and have someone read. Call attention to the capital *R* and the small *r* by tracing them with your finger.)

On the card holder is a picture which shows two things Jerry has done since we last saw him. (The bell and the fireman's hat.) Who will be the first to find them? (Discuss the picture in detail.)

Developmental reading activities. As Jerry goes down the walk, he wants everyone to get out of the way so that no one will get hurt. So he calls, "Here I come!" (Put *Here I come* in the card holder and have several children read.) *I* is the very little word which Jerry uses when he talks about himself. Who can find it? Who can find the word *Here*? Why does *Here* begin with a capital letter? Who will read again what Jerry said?

Just then Jerry saw Alice. So he said—(Put *Here I come Alice* in the card holder.) Now who can read all that Jerry said? But Jerry was not the only one who was coming. He wanted Alice to see Jip, too. So he said, "Here comes Jip!" (Add *Here comes Jip* to the card holder.) *Comes* won't bother you (indicate word on card). It is almost like come (show the

card *come*). It is just a little longer (show card *comes* and contrast the two). We say *Here comes Jip* because it sounds right. (Have the card *Here comes Jip* read several times.)

That fire engine belonged to Jerry. He wanted Alice to be very sure about that. So he said, "See my fire engine!" (Use the phrase card *See my* and the rebus card *fire engine* to form the sentence in the card holder.) Which word shows that the fire engine belongs to Jerry? What does that word say? Now who will read the sentence?

Jerry knew Alice would want to do just one thing. So he said—(Put *Come and ride* in the card holder and have card read.) Our story must have a title. So here it is. (Put *Come and Ride* in the card holder as a title. Have the story read sentence by sentence. Be sure pupils read each sentence with their eyes first before reading orally.)

Vocabulary enrichment and extension. (Remove picture from card holder. Have one child take one card from the card holder and read it for the group, the next child take two, and the next three. Then put the phrase cards *See the* and *See my* in the card holder.)

Do you think the ducks on the pond belonged to Jerry? No, of course not. So when he saw the ducks he said—(Add rebus card *ducks* to the phrase card *See the* and have it read.) One day Father brought Jerry an airplane. Was that airplane Jerry's? Yes, so Jerry would say—(Put rebus card *airplane* after the phrase card *See my* and have it read. Show rebus card *squirrels*.) Where do you think this should go? (Remove rebus card *ducks*. Have some child substitute the card *squirrels* and read the sentence. Continue with rebus cards for cap, sweater, bird, and hen until the meaning of *my* and *the* is clearly understood.)

When Jerry talks about himself he uses the little word *I*. Alice does, too, when she talks about herself. One day Alice and Jerry were going to the store. They met Jack on the way. Alice said, "Jerry and I are going to the store." (Put *Jerry and I* in the card holder and have someone read.) Jerry had the money. So when he got to the store, he said to the storekeeper, "Alice and I want a candy bar." (Put *Alice and I* in the card holder and have someone read.) Jack

ran home and he said to his mother, "Who do you think was going to the store? Alice and Jerry." (Put *Alice and Jerry* in the card holder and have it read.)

Supplementary Activities

1. **Illustration.** Have children draw a picture of Jerry's fire engine.
2. **Bulletin board.** Put the rebus card *fire engine* on the bulletin board with the words *fire engine* in manuscript writing underneath. Over to one side have the following story.

Here I come.

Here I come, Alice.

See my fire engine.

See my fire engine go, go, go.

How many pupils in these superior groups are forming the habit of always reading the bulletin board stories?

UNIT II

Introduction to page 16, *Skip Along*

Materials Needed

Pocket Card Holder

Big Picture 8

Sentence Cards

Go Jerry go

Here I come

Here I come Jerry

I can come

I can go

I can ride

I can see

Jip can go

Jip can look

Jip can ride

Procedure

Preparation. You remember that Jerry invited Alice to ride in the fire engine. Someone else is going, too. As soon as you come to your reading group, look at the new picture and find out who it is. But first I want you to use that little word *I*. Sally may choose Linda for a partner. Then Sally will say, "Linda and I will come." You may choose a partner, Jack. What will you say? (Continue until the group is assembled. Allow ample time for discussion of the picture.)

Developmental reading activities. The minute Jerry asked Alice to ride, she said—(Put *Here I come* and *Here I come Jerry* in the card holder and have someone read.) Alice uses the little word *I* two times. Can you show us the word *I* on each card?

Just as Alice was ready to jump in, she thought, "Jip can ride. He can ride in my lap." So she picked him up and jumped in. How Jerry did push! The minute the fire engine started down the walk, Alice shouted, "I can ride!" (Put *I can ride* in the card holder.) Who can find the new word that says *can*? Watch how it begins. (Trace the *c* with your finger. Have several children read the three things Alice has said so far.)

But someone else *can* ride besides Alice. (Put *Jip can ride* in the card holder.) No matter how hard Jerry pushes, he cannot go fast enough for Alice. She tells him to—(Put *Go Jerry go* in the card holder.) (Review the entire story in the usual manner. Watch for expressive, fluent oral reading.)

(Remove the picture from the card holder.) Who will bring me the card that tells the first thing Alice says to Jerry? The card which tells what she said when she wants him to go faster? The card that tells who is going to ride with her? (Continue until all cards have been removed.)

Vocabulary enrichment and extension. One morning Jack thought it would be nice if Jerry played at his house. He told Jerry about it and Jerry said—(Put *I can come* in the card holder and have it read.) That morning Mother was very busy, but she wanted a loaf of bread at the store. Alice wanted to help and she said—(Put *I can go* in the card holder.) May had a new bicycle. Jerry saw it and he said—(*I can ride*). Alice had her head in a book. All at once Jip started nosing right down into the page. So Alice said—(*Jip can look*). Jerry had a piece of red glass. He wondered if he could see through it. So he tried and he said—(*I can see*). One day there was a pet show at school. Everyone could bring his pet. So Alice said—(*Jip can go*).

This afternoon we will read the fire-engine story in our books. Maybe there will be some more good pictures.

Supplementary Activities

1. *Preprimer Workbook*, page 6.
2. Bulletin board. (Put the following sentences on the bulletin board.) Who can find a picture in a magazine to put with each sentence to illustrate its meaning?

I can ride.
 I can go.
 I can come.
 I can see.
 I can look.

UNIT 12

Skip Along (pages 13-16)

Materials Needed

Pocket Card Holder	Sentence Cards	
Word Cards	Come and Ride	Here I come
Alice here my	Come and ride	I can ride
and I ride	Go Jerry go	Jip can ride
can Jerry see	Here comes Jip	Look Alice look
come Jip the		
go look		

Procedure

Preparation. Alice and Jerry can do so many things. I wonder what you can do. I wonder if you can read. I will give each of you a card. Read your card, come to the reading group, get your book, and turn to page 13. (Use the sentence cards indicated above.)

Developmental reading activities. (Page 13). When did you see this picture before? Of course you can read the title. Why does *Ride* begin with a capital letter? What page will come after 13? See if the next page is 14.

Page 14. Have you seen this picture before? What does Jerry say first so that everyone will get out of the way? Then when he sees Alice what does he say? He wants her to get out of the way, too. So what does he say next? He

wants her to be sure to see Jip. So what does he say? The last sentence is so easy. Who will read it? Who will read the whole page?

Page 15. Have you seen this picture before? (Allow a minute or two for any new ideas which may arise from looking at the picture.) In the first two sentences Jerry wants Alice to see something and he gives her an invitation. Who can read both sentences? The next two sentences are very easy. What does Jerry want Alice to do? Look carefully at the last two sentences. What do you notice about them? You may read, Ann, because you were the first one to notice that the two sentences were just alike. Who wants to read the page?

Page 16. Have you seen this picture before? Alice is so anxious for Jerry to see Jip riding. Read the first two sentences and tell us what she said. She is afraid Jerry won't look. So she calls him again. Read the next two sentences and tell us what she says. In the next sentence Alice talks about herself. What does she say? Now she wants Jerry to speed up. What does she say to speed him up? Who will read the page for us and make us hear Alice talk?

Page 17. I see your eyes going right over to the next page. Do you suppose you could read it? (Discuss the picture first, bringing out the idea that Alice and Jerry are in a field or meadow. Discuss whether the fence is a good one or not, and also the idea that Alice must see something in the grass as indicated by her pointing finger. Then suggest that the title tells what she is saying and have it read. Bring out the point that *Here* begins with a capital because it is in the title. Have each pupil guess what Alice sees.)

(Have pupils decide how many readers will be needed to reread "Come and Ride" page by page. Choose pupils who need the practice.)

Vocabulary development. (Put all the word cards indicated under Materials Needed in the card holder in two columns. Suggest that firemen can climb ladders. How many firemen are there in the group who can climb both ladders by beginning at the bottom and reading the words? Use this game to test the growth in each pupil's sight vocabulary.)

Supplementary Activities

1. *Preprimer Workbook*, page 7.
2. **Bulletin board.** Put the word *Ride* on the bulletin board. Have pupils cut pictures from old magazines of many different things which they could ride. Pin the pictures under the word *Ride*.

UNIT 13

(To follow pages 13-16, *Skip Along*)

DO NOT OMIT THIS UNIT

If a projector is available, use the Textfilm for *Skip Along*, Frames 13-14. (See page 438 for directions.) Otherwise use the following procedure.

Materials Needed

Pocket Card Holder

Rebus Cards

ball bat

Sentence Cards

Alice Alice

Come and See

Come here

Come here Alice

Look look

See my (2)

Procedure

Preparation. How sharp are your ears this morning? I will say a word. If you can tell me a word that begins with the same sound, you may come to your reading group. (Use the words *Jip* and *ducks*. Pupils may look at the Sound Chart for help, but compliment those who can think of different words from those pictured on the chart.)

Activities to develop auditory perception. You have been using two words a great many times these last few days. Listen as I say them for you. *Can—come*. Say them with me softly. Did you notice something interesting about them? Jim thinks they begin with the same sound. Let's see if they do. (Write *come* and *can* on the board. Have pupils notice that they begin with the same letter.)

I can think of many other words that begin like *come*. Something sweet that you like to eat! Something Mother

makes for you on your birthday! Something you put on that cake! (Continue suggesting words and stimulate children to think of words of their own. Use verbs as well as nouns—*carry, count, call*, etc. Write the word *can* below *Jip* on the Sound Chart. Have each child tell what picture he will look for to fill out the row.)

Application of vocabulary to new context. (Have the following story built up in the card holder ready for reading. Rebus cards may be added at the last minute to sustain interest. Suggest that Father has just come home with a new ball and bat for Jerry.)

Come and See

Come here Alice

Come here

Look look

See my (rebus ball)

Alice Alice

See my (rebus bat)

Supplementary Activities

1. *Preprimer Workbook*, page 8.
2. Bulletin board. Put the rebus cards for *ball* and *bat* on the bulletin board with the words *ball* and *bat* underneath in manuscript writing. Over to one side put the story indicated above, using the words instead of the rebus.

UNIT 14

Skip Along (pages 17-20)

Materials Needed

Pocket Card Holder	Phrase and Sentence	Cards
Big Picture 9	Come and see	Look down here
Rebus Cards:	Come and see Jip	Look up
bird nest	Come here Jerry	See Jip go
Word Cards	Look down	See the
come go		
down up		

Procedure

Preparation. The last time we saw Alice she was pointing to something in the meadow. I suppose she is still there waiting for us. So you had better—(Hold up *Come and see.*) As you come, think of something you might see if you were in a meadow.

(Have Big Picture 9 fastened to the card holder, but turn the card holder so the picture cannot be seen. Have each child tell what he might see in a meadow; then show the picture and have pupils check to see if the things they told about are shown in the picture.)

Developmental reading activities. When the children and Jip started through the meadow that morning, Alice and Jip were far ahead of Jerry. Jip started to nose along the way dogs do. Then Alice knew that he had found something. So she called Jerry. (Put *Come here Jerry* in the card holder.) Then she said—(Add *Come and see Jip* and *See Jip go.*) By this time Alice was pointing *down* at the nest. She was looking *down*, too. The nest was *down* in the grass and Jip's nose was *down* almost in the nest. And if you are as smart as I think you are, you can find the word *down* on this card. (Put *Look down here* in the card holder. Have several children find the word *down* and read the card.) My ears tell me something. *Down* begins like *ducks*. Then, of course, Alice said—(Put *See the* and the rebus card *nest* in the card holder and have the sentence read.) I am glad you said, "See *the* nest."

You are such good readers that we are going to try something new. Maybe you can't do it, but I think you can. I will give you your book if you will do what this card tells you to do. As soon as you get your book, turn to page 17. (Hold up the card *Look down* and have children carry out the appropriate action.)

Page 17. Have you seen this picture before? Where do you think Jip is? How will the children get over the fence? The title tells what Alice is saying as she points. Who will read it for us? Why does *Here* start with a capital letter?

Page 18. Have you seen this picture before? How does it differ from the one on the card holder? I told you Alice

and Jip went on ahead. Call Jerry for us as Alice does in the first sentence. In the next sentence she tells him what she wants him to see. Then she wants Jerry to see Jip smelling his way along. What does she say? The last sentence hurries Jerry up. You hurry him up with your voice as you read.

Page 19. If you can read this card, you can read the first three sentences. (Hold up *Look down here* and have it read.) How many times do you see *Look down here* in your book? Now who will read the first three sentences? The last three are so easy. Anyone could read them. Now I told you we were going to try something because you were such good readers. We will have some fun if you can tell me what page comes after page 19. Turn the page and see if you were right. Is it page 20?

Page 20. (Allow time for free discussion of the picture.) Where are Alice and Jerry looking now? Where is Jip looking? If you are good thinkers and have good eyes, you can find the word *up* three times on this page. Cup the word *up* with your fingers. Isn't it a little word! Are you as smart as Alice and Jerry and Jip? Can you do this? (Hold up the card *Look up* and have the children carry out the direction.) Now I am sure someone can read the first three sentences. And someone can read the last three. The little picture of the bird helps you read.

Page 21. I am sure this picture of Alice and Jerry was not taken on the same morning they went to the meadow. How do I know? Do you like their clothes? Where do you think they are walking now? The title of this story is so easy. Who will read it? Why does *See* begin with a capital letter? What do you suppose the children are going to see in the garden? (Have pupils decide how many readers will be needed to reread the story in the usual manner.)

Vocabulary enrichment and extension. "*Watch me go*": Write *down* on the board and erase quickly. Have some child tell what you have written. Follow with *up*. Keep on until *down* and *up* are recognized automatically.

(Hold up the card *come* and have some child carry out the direction. Hold up *go* and have him do likewise.) Do you

remember that we said that *Come* and *Go* were opposites because when we *come* we do something very different from what we do when we *go*? I wonder if you heard any words today that were opposites. I think you are right, Carl. *Up* and *down* (show cards) are very different; they are opposites.

Supplementary Activities

1. *Preprimer Workbook*, page 9.
2. **Bulletin board.** Put the rebus cards for *nest* and *bird* on the bulletin board with the words underneath. Over to one side have the following story, using words, not rebus.

Up and Down

Look down, Jerry.

See the nest.

Look up, Alice.

I see the bird.

UNIT 15

(To follow pages 17-20, *Skip Along*)

DO NOT OMIT THIS UNIT

If a projector is available, use the Textfilm for *Skip Along*. Frames 15-16. (See page 438 for directions.) Otherwise use the following procedure.

Materials Needed

Pocket Card Holder	Phrase and Sentence Cards	
Readiness Picture	Come and see	I can ride
Card 60	Come here Jip	Jerry can ride
Word Cards	Down down down	Look Jerry
Alice go	Here I go	See Jip go
come Jip	Here I go Jerry	Up and up and up
down up		

Procedure

Preparation. I hope your eyes and ears are very sharp this morning. As you come to the reading group, I will

show each of you a card. You must read the card and tell me another word which begins with the same sound. (Use the words *come*, *down*, and *Jip*.)

Activities to develop auditory perception. What was it that flew up into the air as Alice and Jerry looked into the nest? Listen as I say *bird*. Say it softly with me. Jack's sister is just two weeks old. She is a b—— sister. (Continue suggesting words, such as *butter*, *ball*, *balloon*, *banana*, until several children begin suggesting words of their own. Hold up pages 2 and 3 of *Skip Along*. Have pupils note that *basket*, *box*, *boy*, *brown*, *belt*, and *bag* begin like *bird*. Add a picture of a bird to the Sound Chart and have pupils suggest what pictures they can add to fill out the row.)

Application of vocabulary to new context. (Have the following story built up in the card holder. The Reading Readiness Picture Card 60 may be used as an illustration.)

Alice

Come here Jip

Come and see

I can ride

Jerry can ride

Here I go

Down down down

Look Jerry

See Jip go

Here I go Jerry

Up and up and up

One day Alice found an old tricycle which she had had when she was a little girl. The sidewalk in front of her house went downhill. Jerry stood on the bar at the back and rode, too. In the first two lines, Alice is calling Jip to come and see the fun. Who will read the title and the first two sentences? The next two lines tell who is riding. In the next two lines Alice goes flying down the walk. I see *down* three times in one of these sentences. Who can find *Down* when it begins with a capital letter? Who can find *down* when it begins with a small letter? Who can read the two sentences? In the next two lines, Alice calls to Jerry to

watch Jip come flying after them. The last two lines tell how hard it is to pedal up the hill again, especially with Jerry on the back.

You may earn your way to your chairs by reading the card I show you and telling me the word which is its opposite, which means something that is very, very different. (Use the cards *come*, *go*, *up*, and *down*.)

Supplementary Activities

1. *Preprimer Workbook*, page 10.
2. **Bulletin board.** Put the words *down* and *up* on the bulletin board. Have pupils cut from old magazines pictures which illustrate the meaning of the two words.

UNIT 16

Skip Along (pages 21-24)

Materials Needed

Pocket Card Holder	Rebus Cards	
Big Pictures 11-12	(three) ducks	(two) rabbits
Word Cards	bird	(three) rabbits
one two	jack-in-the-box	(three) squirrels
three	rabbit	sweaters

Procedure

Preparation. Do you like to find things out for yourself without any help? I do. Then I say that I have discovered something. If you know the number I write on the board, you can discover what the new word on this card says because they mean the same thing. (Write 1 on the board and hold up the word *one*.) Of course this card says *one*. Watch how it begins. (Trace the *o* with your finger. Turn the card over, show the capitalized form, and trace again.) Jack may come to his place in the reading group. How many children came?

Now suppose you discover something else. (Write 2 on the board and repeat procedure. Capitalized form need not be shown. Have two children come to the reading group.)

Now how many children have I called altogether? Then you can discover what this word says. (Write 3 on the board and repeat procedure. Call attention to the twin letters in *three*. Capitalized form need not be shown. Hold up the three cards one by one to indicate how many children are to come until the entire group has been assembled.)

Developmental reading activities. (Have Big Picture 11 fastened to the card holder.)

The last time we saw Jerry, he was in a beautiful garden. He wanted Alice to come and see something. Now you know what it was. (Spend some time talking about rabbits—where they live, what they eat, how they move, their long ears, soft fur, and wiggly noses.) Let's play secrets. Don't say a word, but look at the picture. How many rabbits did Jerry discover? Now find the card that tells how many. Show it to the group. Is Ann right? Did Jerry discover just one rabbit? I think so. How many rabbits did Alice discover? Find the card that tells. I think Alice discovered two. I wonder if there were just two rabbits in the garden. Keep your eyes open. (Show Big Picture 12.)

Now who will find the card which tells how many rabbits we see in this picture? (Call attention to the rabbit hutch and to the idea that it is a good thing to call objects by their real or grown-up names.) If you really know the new words you have discovered this morning, we may be able to read the story from our books. (Hold up the cards one at a time; have each child read a card and then get his book.)

Page 21. I would like to be in this beautiful garden, wouldn't you? Who will read the title so that we can skip along to the good part of the story? Why does *See* begin with a capital letter? What page comes after 21?

Page 22. Have you seen this picture before? How does it differ from the one we had on the card holder? How many rabbits do you see in the big picture on this page? Can you find the word *one* on this page? Cup it with your fingers. How many times do you see *one*? In the first two sentences Jerry is calling Alice. Who will read what he says? In the next sentence he uses the little word *I* because he is talking about himself. He tells how many rabbits he can see. Who

will read the sentence? The last three sentences are so easy. Someone can read them all.

Page 23. Alice is talking on this page. How do I know? How many rabbits can she see? Find the word *two* and cup it with your fingers. How many times can you find the word *two*? Are Alice and Jerry looking down or up? Find the word *down* and cup it with your fingers. How many times can you find the word *down*? Who will read the first two sentences and tell what Alice said to Jerry? The next two and tell what she wanted Jerry to do? Read the last two sentences. Are they just alike?

Page 24. How many rabbits does Jerry see now? Find the word *three* and cup it with your fingers. How many times can you find *three*? Is this picture just like the one we had on the card holder? The first four sentences are so easy. Anyone could read them. Look them through with your eyes. (Watch that lip reading does not develop.) In the next two sentences Jerry tells Alice what he sees. Who will read what he says? In the last sentence Jerry shows that he can count. Can you count as Jerry does?

I see your eyes jumping right over to page 25. But we have read so much this morning, suppose we let that picture and story go until the next time we read our books. Of course if you are very good readers, someone can read the title

(Choose four readers who need the practice. Have the story "Come and See" read page by page while the other members of the group close their books and listen.)

Vocabulary enrichment and extension. (Put the rebus cards indicated under Materials Needed in the card holder.) How many ducks do you see on this card? Then which of our new words belongs with this picture? (Have some child put the card *three* in front of the rebus card and read the phrase *three ducks*. Repeat with the other cards.)

Now before you take your seats, somebody must prove that you have sharp eyes. Jerry had a *ride* in his fire engine. We read about something this morning that begins like *ride*. Something soft and furry. The one who thinks of it first may be the first one to go to his chair. Good for you, Paul. Of course *rabbit* begins like *ride*.

Supplementary Activities

1. *Preprimer Workbook*, page 11.
2. **Bulletin board.** Put the rebus cards for *rabbit*, (*two*) *rabbits*, and (*three*) *rabbits* on the bulletin board with either the word *rabbit* or the word *rabbits* in manuscript writing underneath each card. Call attention to the addition of *s* to make the word mean "more than one." Over to one side have the following story written out.

Rabbits

One rabbit!

Two rabbits!

Three rabbits!

One, two, three!

UNIT 17

(To follow pages 21-24, *Skip Along*)

DO NOT OMIT THIS UNIT

If a projector is available, use the Textfilm for *Skip Along*, Frames 17-18. (See page 438 for directions.) Otherwise use the following procedure.

Materials Needed

Pocket Card Holder	Phrase and Sentence Cards	
Reading Readiness	Come Alice come	I can go up
Picture Card 38	Come and ride	Look Alice
Rebus Card	Here I Go	One two three
horse	Here I go	See my
	I can go down	

Procedure

Preparation. I hope your sharp ears are coming right up to the reading group with you this morning. As you pass me I will say three words to each of you. Can you tell me which two words begin with the same sound? (Use the beginning consonants *d*, *j*, *c*, and *b* as follows: *doll*, *dog*, *cat*; *jolly*, *sad*, *Jip*; *can*, *cap*, *dress*; *big*, *little*, *boy*; etc.)

Activities to develop auditory perception. You discovered something yesterday. *Rabbit* begins like ———. Yes, *ride* and *rabbit* begin alike. Now I am thinking of the color of Jane's dress. It is r———. Do *red* and *rabbit* begin alike? I have something on my finger that begins like *ride* and *rabbit* and *red*. (Continue suggesting words until pupils begin suggesting words of their own. Add the word *ride* to the Sound Chart and have each pupil suggest some picture he might add to complete the row.)

Application of vocabulary to new context. (Have the following story built up and ready in the card holder.)

Here I Go
Come Alice come
Come and ride
Look Alice
See my (rebus horse)
I can go up
I can go down
One two three
Here I go

(Use Reading Readiness Picture Card 38 [merry-go-round] as an illustration for the story. Suggest that Mother and Alice and Jerry have gone to the park. Alice wandered off for a moment. Jerry sees the merry-go-round, and Mother says he may have a ride. Just as his horse is ready to start, Alice appears. She is too late to have a ride this time, but Jerry talks to her as he starts off. Have pupils read the story in the usual manner.)

Supplementary Activities

1. *Preprimer Workbook*, page 12.
2. **Bulletin board.** Put the picture of the merry-go-round (Reading Readiness Picture Card 38) and the rebus horse on the bulletin board with the appropriate words underneath. Over to one side have the story suggested above written in manuscript writing, using the word *horse* instead of the rebus. Have pupils discover the new word and draw a picture to illustrate the story.

UNIT 18

(Review of pages 2-24, *Skip Along*)

Procedure

Reread the first twenty-four pages of the book. Pupils enjoy putting their chairs in a circle and calling it a reading party. Each pupil and the teacher may read a page in turn. Ask occasional questions to stimulate interest. Keep watch for words, phrases, or sentences which cause trouble. Put all the word cards used so far in the card holder in two columns—nine words in one, ten in the other. Have pupils see how fast they can climb the fireman's ladders. Use this device to test each child's growth in sight vocabulary.

UNIT 19

Skip Along (pages 25-28)

Materials Needed

Pocket Card Holder

Big Pictures 13-14

Word Cards

Jerry Jip Jump

If a projector is available, use the Textfilm for *Skip Along*, Frames 19-23, before beginning this unit. (See pages 438-39 for directions.)

Procedure

Preparation. (Have Big Picture 13 fastened to the card holder. Turn the card holder so that picture cannot be seen.) We have such good pictures to talk about this morning! As soon as you have your book, turn to page 25. See if you can discover what Alice and Jerry are planning to do.

(Turn the card holder so that Big Picture 13 can be seen.) Look at Alice's costume. Did you see her costume in the picture in your book? Where was her coat? Look in your book and find it if you did not see it before. What does Alice have to help her do her trick?

Can you find Jip's ruffle in the picture in your book? Why do you suppose it is not there? What is Jip jumping through?

Have you ever rolled a hoop? What do you need to make a hoop roll? Do you think Jip is enjoying himself?

I wonder if Jerry has a trick all his own. Let's see. (Show Big Picture 14.) What is Jerry's trick? I wonder why he is losing his hat. Can you think of a good reason?

Now if you can tell me what you do with a jumping rope and if you can discover that new word on page 26 in your books, we are all ready to read the story. Cup the word *jump* with your fingers. How many times can you find it on page 26? Can you find it three times on page 27? One time it begins with a capital letter. Now find it three times on page 28. Does it begin with a capital letter on page 28?

Turn back to page 25 and put your finger in your book like this for just a moment. (Illustrate.) Listen as I say *Jerry—Jump—Jip*. What did you discover? You hear that they begin alike. Now we will see if they really do. (Put the three words in the card holder and call attention to the capital *J* which begins each word. Turn the card *Jump* over and show that the small *j* is slightly different, but emphasize the idea that it has the same sound. Suggest that the word *jump* can be added to the Sound Chart to the row beginning with *Jip*.)

Page 25. When I look at the title of this story, I see the joining word two times. What is the joining word? Now who will read the title?

Page 26. I guess that jumping rope belongs to Alice. Read the first two sentences with your eyes. How do I know that it is Alice's jumping rope? I like the next sentence. It has *jump* in it two times. The next sentence makes me know that Alice can count. Surely someone can read the last two sentences. Who is ready?

Page 27. This page is so easy. Read the first three sentences with your eyes. What does Jerry say? In the next two sentences, Jerry wants Alice to see Jip jump. What does he say? In the last sentence Jerry gives Jip some directions. What does he tell Jip to do?

Page 28. Maybe you are smart enough to read all this page with your eyes. I am going to ask someone to read the whole page aloud. You won't want to be caught. So read carefully.

Page 29. You always seem to want to read the next page. So here we go! What is the page number? Does this story take place on the same day as the last story? Why not? What do you suppose Jerry is going to get in his basket? He is calling Alice in two ways. One way is with his fingers. The other way is with his voice. Read the title and tell us what he says with his voice. Why does *Here* begin with a capital letter? Tomorrow we will find out where Alice and Jerry are going.

(The story of "Alice and Jerry and Jip" may be reread in the usual way, or the rereading may be postponed for a later period.)

Vocabulary enrichment and extension. What does the word *circus* make you think of? (The big tent, the parade, circus animals, etc.)

Supplementary Activities

1. *Preprimer Workbook*, page 13.
2. **Bulletin board.** Have pupils draw pictures of a circus or cut circus pictures from old magazines to mount on the bulletin board.

UNIT 20

(To follow pages 25-28, *Skip Along*)

DO NOT OMIT THIS UNIT

If a projector is available, use the Textfilm for *Skip Along*, Frames 24-25. (See page 439 for directions.) Otherwise use the following procedure.

Materials Needed

Pocket Card Holder	Phrase and Sentence Cards	Cards
Rebus Card	Come here Alice	One two three
ladder	Here I come down	See the
	Here I go	Up and up and up
	I can go up	Up I Go
	I can jump down	
	Look Alice	

Procedure

Preparation. (Have the following words written on the board in manuscript writing: *down, can, come, Jip, Jerry, jump, ride*. As the group assembles, have each child read a word, erase it from left to right, and give another word which begins with the same sound. If there are not enough words for the group, have the other pupils give words which begin like *bird*.)

Activities to develop auditory perception. I hope you remember what Jip had to have to be able to do his trick. Whenever Jerry calls Alice he uses a word which begins like *hoop*. Listen, "Come here, Alice!" Did you hear the word I am thinking of? Yes, *hoop* and *here* begin alike. I am glad that all of you in this group combed your h—— this morning. Did you hear a word that begins like *hoop* and *here*? (Continue suggesting words until pupils begin suggesting words of their own. Add the word *here* to the Sound Chart and have pupils suggest pictures they might bring to fill out the row. Show page 13 in *Skip Along*. Let pupils discover that *hose, hammer, headlight, and hair* begin like *hoop*. On page 24 *hutch* and on page 25 *hats* begin like *hoop* and *here*.)

Application of vocabulary to new context. (Have the following story built up and ready in the card holder.)

Up I Go

Come here Alice
 See the (rebus ladder)
 I can go up
 Look Alice
 Here I go
 Up and up and up
 I can jump down
 One two three
 Here I come down

(Suggest that one morning Jerry found a small ladder by the side of the garage. He called to Alice to see what he could do. Have pupils read the story in the usual manner.)

Supplementary Activities

1. *Preprimer Workbook*, page 15.
2. **Bulletin board.** Put the rebus card *ladder* on the bulletin board with the word underneath in manuscript writing. Over to the side have the story suggested above, using the word *ladder*, not the rebus. Have pupils discover the new word and draw a picture to illustrate the story.

UNIT 21

Skip Along (pages 29-32)

Materials Needed

Pocket Card Holder

Word Cards

Alice	go	jump	see
and	here	look	the
can	I	my	three
come	Jerry	one	two
down	Jip	ride	up

Sentence Card

Come here and see

Rebus Cards

hen

chicks

Big Picture 15

Procedure

Preparation. (Have Big Picture 15 fastened to the card holder, but have the card holder turned so that the picture cannot be seen.) Do you remember the last picture we saw of Jerry? He had a basket in his hand, and he was calling Alice with his hand and with his voice. He had been over to a neighbor's backyard and had seen something exciting. The neighbor was a great friend of Jerry's. So you had better—(Hold up the card *Come here and see* and have several children read.)

Developmental reading activities. What do you suppose Jerry saw in that yard? Each of you may have a guess. (When the guesses are ended, turn the chart around and allow full time for discussion of the picture, bringing out the idea that the picture shows a mother *hen* on her nest.) Why do you suppose Jerry has a basket? Listen as I say hen. Hen—hoop—here! Did you discover anything? If we

want to find out whether Jerry gets an egg in that basket, we will have to read. As soon as you get your books, turn to page 29.

Page 29. Who will read the title of our story so that we can skip along to the neighbor's yard with Alice and Jerry?

Page 30. I think Alice must have run ahead of Jerry. He is nowhere in sight. Alice is talking on this page. How can I tell? She is looking down at the hen. Can you find the word *down*? Now read the whole page with your eyes. You can do it. I know you can. Then someone can read the whole page for us. (Watch to see that lip reading does not get started.)

Page 31. Here is the same picture we had on our card holder. Who is talking this time? Can you read this whole page with your eyes? Now who will read it and make it sound as if Jerry were talking?

Page 32. Now comes the surprise. Did Jerry get the egg? Where do you think these chicks have been hiding? (Bring out the idea that either *chicks* or *chickens* may be used for the rebus, but the better word is baby *chicks*.) Why do chicks stay under their mother's wings?

Who is talking on this page? Read with your eyes everything that Alice says. This is a very easy page. Now who can read aloud and make us hear how excited Alice is?

Page 33. I see your eyes are going right on to the next page. Isn't that a funny horse? Suppose we wait to talk about that picture until we read again. But the title is the easiest title we have had. Who will read it for us?

(Choose four pupils who need practice to read "Come Here, Alice" page by page while the other children close their books and listen.)

Vocabulary enrichment and extension. (Put the word cards indicated under Materials Needed in the card holder. Play "One, Two, Three! How Many for Me?")

Supplementary Activities

1. *Preprimer Workbook*, page 16.
2. **Bulletin board.** Put the rebus cards for *hen* and *chicks* on the bulletin board with the appropriate words underneath,

At one side have the following story. Have pupils discover the new words by matching them with the words under the pictures.

Come and See

Come here, Jerry.

Come and see the hen.

Come and see the chicks.

UNIT 22

(To follow pages 29-32, *Skip Along*)

DO NOT OMIT THIS UNIT

If a projector is available, use the Textfilm for *Skip Along*. Frames 26-27. (See page 439 for directions.) Otherwise use the following procedure.

Materials Needed

Pocket Card Holder	Phrase and Sentence Cards	
Rebus Cards	Come Alice	Jump down Jip
chicks	Come here Alice	Look Alice look
ducks	Come here and see	See my
hen	Come up Alice	See the (2)
	Come up and see	

Procedure

Preparation. Suppose we get our ears tuned up ready for some good work. I'll say a word. You tell me one which begins with the same sound. Then you will have earned your way to the reading group. (Use the words *Jerry, come, Jip, here, ride, can, down, jump, bird, hoop, ducks, hen, rabbit.*)

Activities to develop auditory perception. Mother hen had many little chicks. Listen as I say *chicks*. Say it with me softly. You are sitting on a ch——. Did you discover something? I write on the board with a piece of ch——. What did you discover? Every house has a ch——. (Continue suggesting words until the children begin making their own suggestions such as *child, children, cheese, chocolate, change, chase*. Add a

picture of *chicks* to the Sound Chart and have each pupil suggest some picture he might find to fill out the row.)

Application of vocabulary in new context. (Have the following story built up in the card holder.)

Come Alice
Come here Alice
Come here and see
See my (rebus ducks)
Jump down Jip
Come up Alice
Come up and see
See the (rebus hen)
See the (rebus chicks)
Look Alice look

Alice's grandmother lives on a farm. Oh, how Alice loves to go to see her. Of course she takes Jip along. One morning Grandmother wanted Alice to go with her to the barnyard. So she said—(title and first three sentences). Jip insisted on jumping up on the fence. So Grandmother said—(Sentence 4). Then Grandmother took Alice into the barn. There was a ladder going right up to the second story where Grandfather keeps his hay. Grandmother started up the ladder and called to Alice. (Sentences 5-6.) Of course Alice came up, too. Grandmother pointed to something in the hay and what did she say? (Sentences 7-9.)

Supplementary Activities

1. **Preprimer Workbook**, page 17. Be sure to guide the reading of the picture sequence.
2. **Bulletin board.** Put the rebus cards for *ducks*, *hen*, and *chicks* on the bulletin board but do not add words. Put the story suggested above on the bulletin board, using words instead of the rebus. Underline the words *ducks*, *hen*, and *chicks*. How many children can figure out the words for themselves by remembering the story and the words they have seen under pictures on the bulletin board? If the words cause trouble, suggest that the new word in the fourth line begins like *down*, in the eighth line like *hoop*, and in the ninth line like *chair*.

UNIT 23

Skip Along (pages 33-36)

Materials Needed

Pocket Card Holder

Big Picture 17

Rebus Cards

(rubber) horse

ladder

Word Cards

Alice	go	jump	see
and	here	look	the
can	I	my	three
come	Jerry	one	two
down	Jip	ride	up

Procedure

Preparation. When a good workman goes to work, he always has his tools ready. Here are your tools. Are you ready? (Hold up the word cards indicated above, one by one. Watch for any words that cause trouble.)

Developmental reading activities. (Have Big Picture 17 fastened to the card holder, but turn your card holder so that the picture cannot be seen.) Today our story is a summertime story, one that I know you will all enjoy. On hot days Mother liked to take Alice and Jerry to a park where there was a wading pool just for children. What do I mean by a wading pool? Is the water ever deep in a wading pool for children? There was a wooden walk out over the pool and a ladder to climb down into the water. The wooden walk was called a pier. That is a good grown-up word to use—pier. Alice had the queerest animal with her—not a real animal. When you see the picture on the card holder, look for the pier and the queer animal. (Show Big Picture 17 and allow ample time for discussion.) What is Alice's horse made of? How is it blown up? Why is it blown up? Do you ever have fun like that in the summertime? Before I will give you your book, each of you must tell me the grown-up word to use for the wooden walk that goes out over the pool. Then you may turn to page 33.

Page 33. Do you think Alice and Jerry have been at the pool for a long time, or have they just come? Why do you think so? Where was the rubber horse blown up, at home

or in the park? Who blew it up, Alice or someone else? Why do you think so? How do you know that this is a park? What kind of trees are shown? The title is so easy that someone can read it in a hurry so that we can skip along.

Page 34. Alice's queer horse is certainly giving her a good time, isn't it? Is Jerry lying down in the water or standing up? How can you tell? Who is talking on this page? I am sure you can read the whole page with your eyes. That rubber horse doesn't stumble. So you won't want to stumble, either. Read carefully.

Page 35. I still believe Jerry is going up that ladder to play a trick. He won't fall. Read the page with your eyes so that you won't fall over the words when you tell us what Jerry said.

Page 36. The trick at last! But you can't read until you tell me why Jerry is holding his nose. Of course, all good swimmers do that so that they will not get water in their noses. Jerry may not be a good swimmer, but he likes to play he is. Who is talking on this page? Read the page with your eyes, but don't play tricks. Don't jump over any words. If you do, you won't be able to read the way Jerry talks.

Page 37. I think Alice and Jerry are still in the park. Why do I think so? Might this be the same day? Then why are they dressed differently? How does it happen that they have their toy box with them? We will talk about this picture some more another day. But surely someone can count and read the title.

(Have the story "Alice and Jerry" reread page by page in the usual way.)

Vocabulary enrichment and extension. *Word associations:* (Turn the card holder so that the picture cannot be seen.) Think for a moment of the Big Picture you saw on the card holder. When I say wading pool, of what do you think? (Go beyond mere identification to such ideas as the ripples in the water, the shadows of the trees, the color of the water, etc. Then show Big Picture 17 again to check for additional details.)

Supplementary Activities

1. *Preprimer Workbook*, page 18.
2. **Bulletin board.** Put the rebus cards for *ladder* and the rubber *horse* on the bulletin board with the appropriate word underneath each picture. Over to the side have the following two stories, using words, not rebus cards.

My Horse

See my horse, Jerry.

See my horse go.

I can ride and ride.

The Ladder

Look, Alice.

See the ladder.

I can go up.

I can go up the ladder.

UNIT 24

(To follow pages 33-36, *Skip Along*)

DO NOT OMIT THIS UNIT

If a projector is available, use the Textfilm for *Skip Along*, Frames 28-29. (See page 439 for directions.) Otherwise use the following procedure.

Materials Needed

Pocket Card Holder

Word Cards

can here jump

come Jerry ride

down Jip

Rebus Cards

bird hoop

chicks horse

ducks jack-in-the-box

hen rabbit

Reading Readiness Card 40

Phrase and Sentence Cards

Alice can ride

I can go and go

I can ride

Jip can ride

Jump up Jip

Look here Alice

Look here Jip

See my

The Ride

Up up up I go

Procedure

Preparation. (Have the rebus cards and the word cards indicated above in a row on the chalk rail.) How quickly can we collect the cards? Ann may bring me a word that begins like *doll*. Read it for us, Ann. Yes, *down* does begin

like *doll*. Jack bring me a picture of something that begins like *hat*. (Continue until all the cards have been collected.)

Activities to develop auditory perception. When Jerry climbed out of the wading pool, he used a ladder. Listen as I say *ladder*. Say it softly with me. When Jerry wanted Alice to see his trick, he said "Look." What did you discover? The chicks under Mother Hen's wings were very l——. Do *ladder* and *look* and *little* begin alike? (Continue to suggest words until children begin to suggest words of their own—*lamp*, *light*, *lady*, *lamb*, *leaf*, *like*, *lemon*, etc. Add the word *look* to the Sound Chart and have pupils suggest pictures they could find to fill out the row.)

Application of vocabulary to new context. (Have the following story built up in the card holder. Reading Readiness Picture Card 40 may be used to illustrate the story.)

The Ride

I can ride
 Alice can ride
 Jip can ride
 Up up up I go
 Jump up Jip
 Look here Alice
 Look here Jip
 See my (rebus horse)
 I can go and go

Out in the barn at Grandfather's farm was an old buggy. When Alice and Jerry came to see him, they liked nothing better than a ride in that old horse and buggy. One morning the man who worked for Grandfather came riding up to the door. Maybe you know why our title is—(Have the title read). Jerry saw him and came flying out of the door followed by Alice and Jip. Jerry called—(first three sentences). As he hopped up on the seat he said—(fourth sentence). Jip had a hard time making that big jump up into the buggy. So Jerry said—(fifth sentence). The man handed Jerry the reins so that Jerry could drive the horse. Then Jerry said—(last four lines).

Supplementary Activity

Bulletin board. Put the rebus card *horse* with the word underneath on the bulletin board. Over to one side have the story suggested above written in manuscript writing, using the word *horse* instead of the rebus.

UNIT 25

Skip Along (pages 37-42)

Materials Needed

Pocket Card Holder

Big Pictures 19-20

Word Cards

Alice	go	jump	see
and	here	look	the
can	I	my	three
come	Jerry	one	two
down	Jip	ride	up

Sentence Cards

Come and see (2)

One two three

Rebus Cards

airplane (toy) duck

ball hoop

bat parasol

Procedure

Preparation. (Have the word cards indicated above in a row in the chalk rail.) Put on your thinking caps and let's see how quickly you can find the word I am thinking of. I am thinking of the word that is the opposite of *go*. Find it and read it for me, Ann. The word I use when I am talking about myself? The joining word? (Continue until all the cards are collected.)

Developmental reading activities. (Have Big Picture 19 ready for use.)

Do you remember the toys Alice and Jerry had in that toy box? There was just about everything you could imagine in that box. Let's play secrets. I am going to show you two pictures. Don't say anything. Just look closely to see what toys Alice and Jerry have decided to play with.

What is it that Alice is carrying over her head? Maybe you think it is an umbrella, but it isn't. It has a grown-up name. It is a parasol. Can you say parasol? Alice uses

it to keep off the sun and not the rain. I think the top is made of paper. Don't forget the grown-up name—parasol. Alice is really showing us how to roll a hoop in this picture, isn't she (show Big Picture 20)? (After each toy has been discussed together with the garden seat, the flowers, and the shadows, put the Big Picture aside.)

The thing I like best about our story today is that Alice and Jerry make up a jingle. They say it over and over on every page. Here is their jingle. (Put the sentence cards in the card holder in the following order—*One two three Come and see Come and see*. Have the jingle read several times.) Do you like to say that? I do. As soon as you get your books, find page 37.

Page 37. Can you find the parasol in the toy box? The bat? The hoop? Where do you think that hoop is? Someone will have to count to read the title. Who is ready with the title?

Page 38. Alice has put her parasol *up*. Can you find *up* on this page? What kind of letter does it begin with? Why? Have you found the hoop? Read the page with your eyes so carefully that your reading will jingle along when you read for us.

Page 39. I see two opposites on this page. Jerry's hands are ———. His airplane is coming ———. What are the opposites? Can you find the word *up*? How many times do you see it? Now find the word *down*. What kind of letter does it begin with? Why? Read the page with your eyes so that your reading will jingle when you read aloud.

Page 40. I think Alice has wound up her duck. Wound him up to make him go! Can you find the word *go*? What kind of letter does it begin with? Why? Who is going to jingle off this page? Get ready by reading with your eyes.

Page 41. Jerry uses a word that begins like *ladder*. Can you find the word I am thinking of? He uses it three times. Read it for us. Now get the whole page ready.

Page 42. Alice is such a good hoop roller that Jerry stops what he is doing to look at her. Can you read this page just the way Alice rolls her hoop? Read it with your eyes, or your voices won't roll along when you read for us.

Page 43. What is going on on the next page? What a funny looking Alice! Let's keep that picture for the next time we read, but I am sure everyone can read that title.

(Have the story reread in the usual manner.)

Vocabulary enrichment and extension. "*Opposites*": Look on page 38. I see a word that means the opposite of *go*. Don't say anything, but cup it with your fingers. I also see a word that is the opposite of *down*. Can you find it? On page 39 I find two opposites. Can you? On page 40 I see a word that means the opposite of *come*. It begins with a capital letter. What is it? Now close your books and listen. Jerry's hair is curly. Alice's hair is very different. It is straight. Did you hear the opposites? Most every day I walk to school. Sometimes I do something very different. I ride. Which two words are opposites? (Continue with *hot* and *cold*, *wet* and *dry*, etc.)

Supplementary Activities

1. *Preprimer Workbook*, page 14.
2. **Bulletin board.** Put rebus cards for parasol, airplane, toy duck, ball, bat, and hoop on the bulletin board with appropriate words underneath. Over to the side have the following story. How many children are having no trouble discovering new words for themselves by using the picture dictionary idea?

Jerry

See my airplane go up.

See my bat and ball.

Alice

My hoop can go.

My duck can go.

My parasol can go up.

UNIT 26

(To follow pages 37-42, *Skip Along*)

DO NOT OMIT THIS UNIT

If a projector is available, use the Textfilm for *Skip Along*, Frames 30-31. (See page 439 for directions.) Otherwise use the following procedure.

Materials Needed

Pocket Card Holder	Rebus Cards	Phrase and Sentence Cards
	ball horse	Come down Jerry
Word Cards	bat jack-in-	Here comes Alice
can Jip	bird the-box	Here comes Jip
come jump	chicks ladder	Here I go
down look	ducks rabbit	I can go up
here ride	hen	Look Alice
Jerry	hoop	Look Jerry look
		One two three
		Up and up and up

Procedure

Preparation. (Have the word and rebus cards indicated above on the chalk rail.) I am going to ask you to do something very, very hard. But I am sure you can do it. Bring me four cards that begin like *jingle*. Two cards that begin like *lamp*! Four cards that begin like *hat*! Two cards that begin like *rain*! Two cards that begin like *cat*! Three cards that begin like *boy*! One card that begins like *child*! Two cards that begin like *dinner*! (Watch for growth in ability to recognize initial consonant sounds. Which sounds are causing trouble?)

Activities to develop auditory perception. I hope you remember that grown-up word *parasol*. Say it softly with me. Grandmother gave the parasol to Alice. It came in a big package. Parasol—package! What did you discover? I saw a *picture* of the *parasol* on a *page* in our book. Did you hear three words which begin alike? (Continue suggesting words until children start suggesting words of their own. Add a picture of a parasol to the Sound Chart and have pupils suggest pictures which they might bring to fill out the row.)

Application of vocabulary to new context. (Have the following story built up in the card holder.)

Jerry

Here comes Alice

Here comes Jip

Look Alice

I can go up

One two three

Here I go

Up and up and up

Come down Jerry

Look Jerry look

Out in Jerry's backyard was a little apple tree that he liked to climb. Mother didn't worry because it was such a little tree. One day Jerry ran out of the back door. He saw Alice and Jip coming. So he called to Mother. (Read the title and the first two sentences.) Then Jerry wanted Alice to see how smart he was in climbing trees. So he called—(next five lines). By this time Alice was under the tree. She held up two lollipops for Jerry to see and she called—(last two lines). I tell you Jerry did what she told him to do in a hurry.

Supplementary Activity

Bulletin board. Put the story suggested above on the bulletin board. Have pupils draw a picture to illustrate the story.

UNIT 27

Skip Along (pages 43-47)**Materials Needed****Pocket Card Holder****Big Pictures** 21, 22, 23**Rebus Cards**

bow dress

cake ice-cream

candles slippers

curls top

Word Cards

and	I	see
can	jump	the
come	look	three
down	my	two
go	one	up
here	ride	

Procedure

Preparation. (Have Big Picture 21 in card holder. Turn holder so that picture cannot be seen.)

This is a very important day for you. You are going to finish your book today. It is a very happy and important day for Alice, too. A day full of surprises! Suppose you surprise me. Each one of you read the card I show you, then get your book, and turn to page 43. Be ready to tell me what in the world has happened to Alice's hair. (Use the word cards indicated above.)

(Allow ample time for discussion of the picture, bringing out the idea that all little girls with straight hair want curls.) Alice is that way, too. Mother likes her just the way she is, but when an important day comes around, Mother lets her have curls for just one day. (Explain rag curlers. Bring out the idea that this is Alice's room and have children tell why they like it. Have pupils note that Alice is dressing herself without help. Let each child guess what day it is. Then have them close their books. Turn the card holder around to show Big Picture 21.)

Here is Alice all dressed up. Doesn't she look lovely? How can you tell that she likes her curls? What do you think she is saying to Jerry? Do you like her dress? Why? The bow in her hair? Her slippers look new to me, too. Why is the box Jerry is holding tied so beautifully? Whom do you think the box is for? Does that suggest what day it is? Is this Alice's room or another? How can you tell? What do you like about it?

I am as anxious as you are to find out what is in that box. (Show Big Picture 22.) Is Alice surprised and delighted with that new top? How can you tell? Who do you think spun that top, Alice or Jerry? Why do you think so? How does a top like that work? Is this the same room as the one in the other big picture? Why do you think so?

If you have decided that this is Alice's birthday, she really should have a birthday cake. Let's see if she does. (Remove Big Picture 22 and show 23. Discuss all the items on the birthday table including the snappers. Let pupils discover

how old Alice is and sing a birthday song for Alice. Call attention to the fact that the birthday table is outdoors on the terrace.)

Developmental reading activities. Now I am sure you can read the birthday story from your books. I am sure you can read a whole page with your eyes and then read it for us just the way Alice talks. This is Alice's birthday and she talks all the way through the story. (Identify the rebus pictures on page 45 as curls, bow, dress, slippers. Have the story read page by page, silently first, then orally. Check on your teaching. Have any signs of lip reading developed? Put your finger over the lips of the lip readers and remind them in a whisper that big readers read with their eyes. Is oral reading fluent and expressive?)

Vocabulary enrichment and extension. How many things do you think of when I say birthday? (Stimulate pupils to suggest ideas—the blowing out of candles, the birthday song, the coldness of the ice-cream, the good taste of the cake, the noise of the snappers.)

Listen carefully. Birthday, bird, bow! What did you discover? Cake, candles, curls, come! Suppose you come to my birthday party. Bring me a present that begins like *can*. (cap, candy, cart) A present that begins like *big*! (ball, bat, bow, boat) A present that begins like *duck*! (doll, dog)

Haven't we had a good time with Alice and Jerry? Would you like to hear more about them? Maybe we will in our new book. (It is a good idea to allow pupils to take a completed book home for one night to read to their fathers and mothers. Children are thrilled with the idea, and parents develop interest in their children's progress.)

Supplementary Activities

1. *Preprimer Workbook*, page 19.
2. **Bulletin board.** Put the rebus cards for *cake, candles, ice-cream, top, curls, bow, dress, slippers* on the bulletin board with appropriate words underneath. Over to one side have the following story. Have pupils discover new words for themselves in the usual manner.

See my <i>curls</i> Jerry.	Here Alice.	See the <i>cake</i> and <i>candles</i> .
See my <i>bow</i> .	See the <i>top</i> .	Come Jerry.
See my <i>dress</i> .		See the <i>ice-cream</i> .
See my <i>slippers</i> .		

UNIT 28

(To follow pages 43-47, *Skip Along*)

DO NOT OMIT THIS UNIT

If a projector is available, use the Textfilm for *Skip Along*, Frames 32-33. (See page 439 for directions.) Otherwise use the following procedure.

Materials Needed

Pocket Card	Rebus Cards	Phrase and Sentence Cards
Holder	bird	Come and see
Word Cards	chicks	Jump up (2)
can	look	Come here Alice
come	My	Look Alice
down	football (2)	Down down down
here	parasol	One two three
jump		Here I go
		See my
		Jump up Jip

Procedure

Preparation. (Have all the word and rebus cards indicated above, with the exception of *my* and *football*, on a chair which the pupils will have to pass on their way to the reading group.) Suppose you buy a ticket to the reading group this morning by taking a card from this chair as you pass, reading it for us, and telling us another word which begins with the same sound.

Activities to develop auditory perception. Of course you know what you did on the way to class. You *took* a card from the chair. Jerry gave Alice a *top*. Did your ears tell you something? The birthday cake was on the t——. *Took*, *top*, *table*, and *two* dishes of ice-cream. What did you discover? (Continue to suggest words until children begin to suggest words

of their own such as *tent, touch, Tom, tag, tools.*) Shall we add the word *two* to our Sound Chart? What pictures will you bring to fill out the row?

Application of vocabulary to new context. (Have the following story built up in the card holder.)

My (rebus football)

Come here Alice

Come and see

See my (rebus football)

One two three

Here I go

Jump up Jip

Jump up Jump up

Look Alice

Down down down

(Suggest that the title tells what present Jerry received when his birthday came around. The first three sentences tell what Jerry said when he called Alice to see his present. In the next two sentences, Jerry is running and getting ready to give the football a big kick. The next two lines tell what he says to Jip when Jip tries to jump into the air after the ball. In the last two lines the ball has finished sailing through the air and is coming down.)

Supplementary Activity

Preprimer Workbook, page 20. This is an informal test of pupil ability to get meaning from sentences and to follow directions. It tests pupil control of the twenty words introduced in *Skip Along*. If unit plans have been followed consistently, pupils in superior groups should make a practically perfect score on this test. If they fail to do so, check your teaching with the unit plans. It is suggested at this point that each pupil be tested individually with the word cards for the vocabulary of *Skip Along*. Does he recognize all twenty words automatically? Reading development can not take place without an adequate sight vocabulary.

The following chart represents the way in which the Sound Chart will be built up and will appear at the conclusion of *Skip Along*.

OUR SOUND CHART	
duck (picture)	
Jip	
can	
bird (picture)	
ride	
here	
chicks (picture)	
look	
parasol (picture)	
two	

Pictures, or words from the vocabulary of *Skip Along*, are to be added to each row. Each picture must represent something which begins with the same sound as the word or picture in the box at the left.

II. UNIT PLANS FOR THE SECOND PREPRIMER

UNDER THE SKY

UNIT 29

Under the Sky (pages 2-8)

Materials Needed

Pocket Card Holder

Word Cards: Alice me to
 Go my two

Sentence Cards

Come to me •
See me (2)

If a projector is available, use the Textfilm for *Under the Sky*, Frames 1-9 before beginning this book. (See pages 440-41 for directions for using the Textfilm.)

Procedure

Preparation. There is a new book waiting for you. I know how anxious you are to see it. But with every new job, we need new tools. Suppose we get our tools ready.

Developmental reading activities. One day Alice fell and cut her knee. Mother called from the door, "Come to me." (Put *Come to me* in the card holder and have card read several times.) Who can find the word *to*? The word *me*? Who will read again what Mother said?

One day Alice had Jip's dinner all ready. Jerry saw Jip coming around the house and he said—(Build *Go to Alice* and have sentence read.) Who can find the new word in this sentence? What does it say?

Jerry had a new pilot's cap and a new airplane. He put on the cap and said—(Put *See me See me* in the card holder.)

Now let's look closely at our new words. (Remove sentences from card holder and insert the word *to*.) What does this word say? We have been using another word which says *two* also. (Put *two* under *to*.) How are the words alike? How different? We use this *two* (indicate *two*) when

we count. Listen! To-two! Do they sound as if they begin alike? Look! (Trace the *t* in each word.) Do they look as if they begin alike? I wonder if they would begin alike if they started with capital letters. (Turn cards to show capitalized forms.)

(Put *me* in the card holder.) Here is our other new word. Who will read it? We use this word when we talk about ourselves. This word *me* looks very much like another word we use very often. (Put *my* in the card holder and have it read.) How are they alike? How different? I always know *my* because of the tail on the last letter. (Trace the *y*.) Listen! *Me-my*. What did you discover? Look! Do your eyes see that the words begin alike? Would these words begin alike if they started with capital letters? (Reverse cards.)

Now read what Mother said and then we are ready for our new books. (Put *Come to me* in the card holder.)

Introduction to book. Do you like the red cover? The title of our book (move hand under title from left to right) is *Under the Sky*. You may have time to look through the book and enjoy the pictures. All I ask you to do is to think of a good reason why this book is called *Under the Sky*. (Encourage children to share their enjoyment with each other and to find words they know.)

Now turn back to **page 1**, the title page. Who can find the title and read it for us? What are the children doing in the picture? Are they out under the sky? Were any other children in the book out under the sky? Why has this book a good title? I think Ann is right. Almost all the pictures—all but three—are about outdoors. Isn't it fun to be out under the sky with the sun shining and the wind blowing?

Pages 2-7. (Discuss the pictures on each page, the time of year, the park setting, etc. Have pupils discover who is talking on each page, read the page silently, then orally. Watch to see that pupils really read when time is given for silent reading, and that lip reading does not develop. Watch to see if oral reading is fluent and expressive.)

Page 8. I told you we needed our new words. Can you find them on this page? What do you discover about the last two sentences? Why does Alice want the squirrels to

come to her and not to Jerry? Poor Jerry! What has happened to his peanuts? How do you know? (Have page read silently, then orally.)

Page 9. Your eyes still go flying to the next page. What is Alice holding? Are they new or old? How do you know? Whom do you think the red sweater is for? The blue one? We will check to see whose guess is right the next time we read. Is it still autumn? (Call attention to the comfortable chair, the terrace, and the lovely yard.)

I think Alice was surprised to find two sweaters in the box. That is why she counts as she takes them out. Who will count and read the title? Why does *Two* begin with a capital letter? Can you find *to* on page 8? Now find *two* on page 9. Which one do we use to count?

(Seven children who need the practice may read the story page by page while the other children close their books to listen.)

Supplementary Activities

1. *Preprimer Workbook*, page 21.
2. **Bulletin board.** Mount a picture of *apples* and an *apple* on the bulletin board with corresponding words underneath. Call attention to the plural form—that *s* must be added to make the word *apple* mean more than one as shown by the pictures. Over to one side have the following story to accompany the story in the Workbook. Have children discover the new words and make an illustration to go with the bulletin board story.

My Apple

Look, Alice.

Come and see.

See the apples.

Come here, Alice.

Come here.

See my apple, Alice.

Look Alice.

See me. See me.

UNIT 30

(To follow pages 2-8, *Under the Sky*)

DO NOT OMIT THIS UNIT

If a projector is available, use the Textfilm for *Under the Sky*, Frames 10-11. (See page 441 for directions.) Otherwise use the following procedure.

Materials Needed

Pocket Card Holder

Word Cards

can	down	Jerry	jump	me	ride	two
come	here	Jip	look	my	to	mother

Procedure

Preparation. (Have all the above listed cards, except *mother*, in the chalk rail.) See how fast you can earn your way to the reading group this morning. Who will bring me three words that begin like *jolly*? One that begins like *ladder*? Two that begin like *milk*? Two that begin like *cake*? One that begins like *dog*? One that begins like *hat*? One that begins like *rain*? Two that begin like *turtle*?

Activities to develop auditory perception. This morning we talked about two words that began alike. We could hear that they began alike, and we saw that they began alike. (Put *me* and *my* in card holder and have them read.) How are we going to remember *my*? We are soon to meet another member of Alice's and Jerry's family. It is their m——. (Let children supply word.) Their mother of course! Let's see if *mother* does begin like *me* and *my*. (Put *mother* in card holder under *me* and *my*.) Were we right? Will they begin alike when they begin with capital letters? (Turn cards over.)

Last night I had something for dinner that began like *me*. I cut it with my knife. I had something to drink, too. (Continue to suggest words until children begin suggesting words of their own. Have a new sound chart ready with

the words *me*, *my*, *mother* in the first row. See page 26 for directions for making a sound chart and page 115 for picture of chart. Have children suggest pictures they could bring to fill out the row. DO NOT FAIL TO MAKE THIS CHART.)

Application of vocabulary to new context. (Have the following story written on the board.)

Mother

Come to me, Alice.

Come to me, Jerry.

Come here to me.

Look here, Alice.

Look here, Jerry.

Look down here.

See me, Alice.

See me.

Look, Jerry.

See me. See me.

One day Mother came to the door and looked at the steps she had cleaned that morning. They were full of dirty mud tracks. Some were Jip's, but some were Alice's and Jerry's, too. Read the title and the first three sentences and tell what Mother said.

Mother made Alice and Jerry look right down at those dirty steps. What did she say? (Next three sentences.)

Alice and Jerry were very much ashamed. So Jerry got a pail of water and a broom and went to work. Then he said to Alice—(Next two sentences.)

Alice wanted to help, too. So she caught hold of Jip and started to wipe off his paws with a cloth. She said to Jerry—(Last two sentences). Who will read all that Mother said? All that Jerry said? All that Alice said?

Vocabulary enrichment and extension. "*Watch me go*": (Write *me* on the board and erase as quickly as possible. Call upon some child to tell what was written. Continue with *my*, *to*, *two*, and *Mother*. Use capitalized and lower-case forms. Continue until recognition becomes automatic.)

Word associations: You may go to your chairs as soon as you tell me two things you think of when I say *Mother*. No fair repeating what someone else has said. (Call upon less imaginative children first.)

Supplementary Activities

1. *Preprimer Workbook*, page 22.
2. **Bulletin board.** Put the story suggested above on the bulletin board. Have pupils make one picture for the opening and one for the closing of the story.

UNIT 3I

Under the Sky (pages 9-14)

Materials Needed

Pocket Card Holder

Word Cards

blue	look	red
Father	me	ride
like	Mother	to

Phrase Card

I like

Rebus Cards

cap

sweater

Procedure

Preparation. (Have cards for *Mother*, *red* and *blue* in the card holder.) We need five new words to help us read today. I am sure you can discover what they are all by yourselves.

Developmental reading activities. The first one is a word we used yesterday afternoon. It is the name of a member of Jerry's family. Her name begins like *me*. Bring me the card that tells her name and read it for us.

What colors were the sweaters Alice found in the box? One of the cards in the card holder says *red*. Listen! *Red—ride*. What did you discover? Then of course you know which card says *red* because it begins like *ride*. Who will point to the card which says *red*? Let's see if *ride* and *red* really do begin alike. (Put *ride* under *red* in the card holder.) Would they begin alike if they started with capital letters? (Reverse cards. Then remove them from the card holder.)

Then this other color must be—Watch how *blue* begins. (Trace the *bl* with your finger.) Show me something in this room that is blue. Something that is red!

What is this very easy word? (Put *look* in the card holder.) The minute Alice saw her sweater she used a word that begins like *look*. She said, "I l—— my sweater." (Let children suggest word. Put *like* under *look* in the card holder.) Of course she said *like*. I knew you could discover your own new words. This is the way Alice began her sentence. She said—(Put *I like* under *like* and have it read several times.)

Now our last new word is the name of another member of the family—not Mother, not Jip, not the children. (Put *Father* in the card holder and wait for some child to read the word.) Of course the card says *Father*. We can't have a family without a father.

(Put all the cards back in the card holder.) Bring me the word that begins like *me*, read it, and put it on this chair. The color that begins like *read*! The other color word! The man in the family! The word that tells what you do with your eyes! What you might do on a train! The word that begins like *ladder*! The card that tells how Alice began her sentence when she told about her sweater!

Now that we know all our new words, I will tell you a secret. Grandmother knit those sweaters for Alice and Jerry and sent them by mail. Mother knew about the secret. So when the box came, she let Alice open it all by herself. Maybe there was something besides sweaters in the box. Turn quickly to **page 9**. Which sweater do you like best? Read the title, so that we can skip along to the next page.

Page 10. How can you tell that one of the sweaters is for Jerry? Of course you can tell by the size! Which one is bigger? Who is talking on this page? Read with your eyes so that when you read aloud you can show how excited Alice is.

Page 11. Where did that cap come from? I told you there might be something more in that box. I hope there is a red cap, too. Jerry is so excited that he forgets how to do one thing in the right way. What does he forget how to do? There is a color word on this page. How many times can

you find it? Who is talking? Read silently with your eyes. Then some boy may be Jerry.

Page 12. Well, there IS a red cap. Of course Grandmother wouldn't forget Alice. What color word is on this page? How many times can you see it? Who is talking? Read silently; then some girl may be Alice.

Page 13. I am glad Mother is fixing Jerry's sweater. I am sure he could button it right himself, but today he is too excited. Can you find Mother's name? How many times? A color word? How many times? And now find the word that tells how Jerry feels about his new sweater and cap. How many times can you find *like*? How does Jerry begin the last two sentences? Many sentences begin with *I like*. It is a good sentence beginning to remember. Read the page silently. What boy is ready to be Jerry?

Page 14. Now Alice is talking to the man in the family. Can you find his name? How many times? The color word? The word that begins like *look*? Read silently. Then some girl will be ready to be Alice.

Page 15. I see your eyes skipping right over to the next page. Take a good look, but suppose we wait to talk about that picture until the next time we read from our books. I am sure someone can read the title of the next story. Why does *Go* begin with a capital letter?

(The story "One, Two" may be reread in the usual manner in this period or a later one.)

Vocabulary development. (Put all the word cards including *to* and *me* back into the card holder. Play "One, two, three! How many for me?" until recognition of new vocabulary becomes automatic.)

Before you go to your seats, whisper and tell me something in this room that is red and something that is blue.

Supplementary Activities

1. **Preprimer Workbook**, page 23.
2. **Bulletin board.** Put rebus cards for *sweater* and *cap* on the bulletin board with words underneath. To one side have the following stories. Have pupils read each story and draw an illustration.

Alice
 See my red sweater.
 See my red cap.
 I like my sweater and cap
 Look, Father, look.

Jerry
 See me, Mother.
 See my blue cap.
 See my blue sweater.
 I like blue.

UNIT 32

(To follow pages 9-14, *Under the Sky*)

DO NOT OMIT THIS UNIT

If a projector is available, use the Textfilm for *Under the Sky*, Frames 12-13. (See page 441 for directions.) Otherwise use the following procedure.

Materials Needed

Pocket Card Holder
 Word Cards

Rebus Card
 jumping rope

blue	here	me	see
can	jump	Mother	to
down	like	red	

Procedure

Preparation. "*Visit my house*": (Suggest that your house is the group of chairs where the reading class is held.) I live in a house that has a bell on the door. You may visit me if you can tell me another word that begins like *bell*.

Activities to develop auditory perception. I hope your bright eyes are working this morning. I hope you can—(Put *see* in the card holder and have it read.) Say the word softly with me. Do you hear how *see* begins? Do you see how it begins? (Trace the *s* with your finger.) Grandmother *sent* Alice a cap. *Sent-see*! What did you discover? Let's see if *sent* and *see* really do begin alike. (Write *sent* on the board and compare initial letters.) Alice *saw* the cap when she opened the package. Do you think *see* and *saw* begin alike? Let's see. (Write *saw* on the board and compare with *see* and *sent*. Continue procedure until children begin suggesting words of their

own. Add the word *see* to the Sound Chart and have pupils suggest pictures they might bring to fill out the row.)

Application of vocabulary in new context. (Have the following story written on the board.)

Red and Blue
One, two!
Red and blue!
One, two, three!
Come and see!
One, I jump.
Two, I jump.
One, two, three.

Alice had a fine new jumping rope. The rope was red and the handles were blue. How she liked that rope! As she jumped, she liked to make up jingles. One day she jumped for Mother and this is the jingle she sang as she jumped. Read with your eyes, or your voices will not jingle as you read, the way Alice's did.

Vocabulary enrichment and extension. "*Please find my word*": (Put the word cards listed under Materials Needed in the card holder.) I am thinking of a word that begins like *Sally*. Please find my word. (Continue similar procedure until all cards have been removed from the card holder.)

Supplementary Activities

1. *Preprimer Workbook*, page 24.
2. **Bulletin board.** Put the rebus card for *jumping rope* on the bulletin board with the phrase *My Jumping Rope* underneath. To one side have the following jingle. Have pupils read the jingle and draw an illustration.

My Jumping Rope
Jumping rope red!
Jumping rope blue!
I can jump.
I like to jump.
See me jump.
One, two.

UNIT 33

Under the Sky (pages 15-20)

Materials Needed

Pocket Card Holder
Word Cards

blue	Mother	red
Father	on	the
like	one	to
me		

Phrase and
Sentence Cards

Come on (2)
I like

Procedure

Preparation. (If Textfilm for *Under the Sky* has not been used, have a picture of a giraffe to show the group.) Here is a picture of an animal that does not live around here. Sometimes you see it in the zoo. (Supply the name if it is unfamiliar to the children.) A giraffe likes to eat leaves from tall trees. So it is a good thing he has such a long neck.

One day a man saw a giraffe in the zoo with its long neck down to the ground. "Some boys and girls could have a grand time sliding down that long neck," he thought. So he went home to his store and had some carpenters make him some slides to sell that looked just like big giraffes. How the boys and girls laughed when they saw them! Father bought one for Alice and Jerry. So come on, come on! Let's read about that slide. (Put *Come on Come on* in the card holder as you say the words.) If you listened, you discovered the new word for yourselves. What is it? Find *on* on each card and cup it with your fingers, John. Read each card as if you were calling Alice and Jerry. Come on! Let's get our books and turn to page 15.

Page 15. Now you know all about the giraffe slide. How would you like one in your backyard? What else have Alice and Jerry to play with? What do you do in a sandbox? Read the title quickly, Jean, so that we can go *on* to the next page.

Page 16. Who will have the first slide? The picture tells me. Read the page silently. Then some boy may be Jerry.

Page 17. Play secrets. Think, but don't talk. In which direction is Jerry going? Which sentence tells the same direction as the picture? Read the sentence to prove that you are right. Will we need a Jerry to read this page? Why?

Page 18. In which direction is Jerry going here? Find two sentences which tell the same direction as the picture. Read the sentences to prove that you are right. Will we need a Jerry to read this page, too? Why?

Page 19. Do you remember how Jerry began his sentence when he told how he felt about his new sweater? (Hold up *I like* and have it read.) How many sentences on this page begin that way? Jerry invites Alice to slide by saying—(Hold up *Come on* and have it read.) How many times does he say that? Do we still need another Jerry? Read the page silently.

Page 20. Alice talks at last! How many times does she say this? (Hold up *I like*.) Read carefully so that we will have a good Alice.

Page 21. Since you can't keep your eyes off the next page, we will have to go on. Is this the same day or another? How can you tell? Now think carefully. Is this swing in Alice's yard? Be able to prove your answer. (Stress the idea that there was no swing in the yard in the last story. Also there is no pond in the yard.) I am glad you think the swing must be in the park. I do, too. Read the title quickly. Why is it a good title for a swing story?

(The story "Here I Go" may be reread page by page.)

Vocabulary enrichment and extension. (Put the word card *on* in the card holder.) The day Carl came in at the door with a false face over his own face, he played a joke—(Put *me* after *on* to form the phrase *on me*.)

Mother was called to the telephone. Alice started to wash the dishes all by herself. She played a good joke—(Substitute *Mother* for *me* and have the phrase *on Mother* read.)

Father was working in the garden. He thought Mother would never get home from town. He was so hungry. Just then Mother called, "Your lunch has been waiting for a long time." Mother played a joke—(Substitute *Father* for *Mother*.)

(Remove all cards except *on* from the card holder.) We have another word which looks very much like *on*. What does it say?

(Put *one* in the card holder and have it read.) How are the words alike? How different? Which one do we use when we count? Bring it to me. Bring the other word and read it for us.

(Arrange the words listed under Materials Needed in a column in the card holder.) Who can climb the ladder to the top of the slide by reading the words from bottom to top? (Arrange the same words diagonally.) Who can read the words and slide down the slide?

Supplementary Activities

1. *Preprimer Workbook*, page 25.
2. **Bulletin board.** Put a picture of a slide on the bulletin board—a simple drawing will do. Write the word beneath the picture. To one side have the following story for which children may draw an illustration.

The Slide

Come on, Alice.

Come on and slide.

See me go up.

See me go up the slide.

One, two, three.

Here I go down the slide.

Come on, Alice, come on.

UNIT 34

(To follow pages 15-20, *Under the Sky*)

DO NOT OMIT THIS UNIT

If a projector is available, use the Textfilm for *Under the Sky*, Frames 14-15. (See page 441 for directions.) Otherwise use the following procedure.

Materials Needed

Pocket Card Holder

Reading Readiness Card 36

Word Cards

can come Jip Jump like look me mother red ride

Procedure

Preparation. "*Visit my house*": My house has a cat sleeping on the back porch. If you can think of a word that begins like *cat*, you may visit my house. Don't repeat the word that someone else uses. (Be ready to suggest but not tell words to pupils who have difficulty.)

Activities to develop auditory perception. Do you remember the name of the man in the family? (Write *Father* on the board and have it read.) Say the word softly and listen to the way it begins. Now watch how *Father* begins. (Trace the *F* with your finger.) Sometimes *Father* does not begin with a capital letter. Then it looks like this. (Write *father* and trace the *f*.)

Father is the man in the *family*. Did you discover another word which begins like *Father*? Let's see if *family* really does begin like *father*. (Write *family* under *father* and compare.) Sometimes *Father* and the rest of the *family* go down to the pond to *fish*. Did you hear another word which begins like *Father*? (Write *fish* under *family* and compare. Continue suggesting words until pupils begin to suggest words of their own. Add the word *father* to the Sound Chart and have pupils suggest pictures they might find to fill out the row.)

Application of vocabulary in new context. (Have the following story written on the board. Use Reading Readiness Card 36 as an illustration.)

Come and Ride

Come on, Father.
Come on! Come on!
I like to ride.

See me, Father.
See me jump on.
Here I go.

Here comes Mother.
Here comes Alice.
Jump on! Jump on!

One day Mother, Father, Alice, and Jerry were going to the city on a streamliner. They started down the walk to the

station and Jip ran after Alice. Alice had to put Jip back in the house. Mother waited for her. So Father and Jerry went on ahead. Just as they got to the station, Jerry saw the train and he shouted—(title and the first three sentences). Then right up the train steps went Jerry calling—(next three sentences). Father and Jerry stood on the train platform until they saw Mother and Alice coming. Then Jerry called—(last three sentences).

Vocabulary enrichment and extension. "*Read me. Find my partner!*": (Put the following words in the card holder—*can, Jip, like, ride, mother*. Hold up the following words—*come, Jump, look, red, me*—one at a time. Have a child read the word you hold up and find its partner—the word in the card holder which begins with the same sound.)

Supplementary Activities

1. *Preprimer Workbook*, page 26.
2. **Bulletin board.** Put Reading Readiness Picture Card 36 on the bulletin board with the word *train* underneath. To one side have the following story for which pupils may draw an illustration.

The Train Ride

Here comes the train.
Come on, Alice, come on.
I like to ride on trains.
Look, Father.
See me jump on.

UNIT 35

Under the Sky (pages 21-24)

Materials Needed

Word Cards

I me You
kittens my

Phrase and Sentence Cards

I can See me go You like
I like You can

Reading Readiness Card 15

Procedure

Preparation. Here are the words I use when I am talking about myself or about something which belongs to me. Do you know them? (Hold up *I*, *me*, and *my*.) When I tell about something I can do, I begin by saying—(Hold up *I can*.) When I tell about something I like, I say—(Hold up *I like*.) But when I talk about *you* (point to some child), I use the word—(Hold up *You* and let children suggest what it says.) Watch how *You* begins. (Trace the *Y* with your finger.) When *you* begins with a small letter, it looks like this. (Reverse card.) When I tell about something you can do, I begin by saying—(Hold up *You can*.) When I tell about something you like, I say—(*You like*.)

Now suppose we earn our way to the reading group. On this chair are some cards. (All cards indicated under Materials Needed except *kittens*.) As you pass, I will ask you for a special card. Find it, read it, and give it to me. Ann, find one word I use when I talk about myself. John, a word I use when I talk about someone else! Don, the words I would use to tell you that you can read your book! (Continue in similar manner until group has assembled.)

Developmental reading activities. Alice has been waiting in that swing for a long time. So suppose you swing over quickly to **page 21**. Why do you suppose Alice has stopped swinging? Whom does she see off in the distance? Read the title and make it swing up and down the way the swing goes.

Page 22. Is Alice enjoying the swing? How can you tell? Were we right when we said that she saw Jerry off in the distance? Prove that we were right. I am afraid Jerry is a bit careless in this picture. Why do I think so? What would you tell him to do if you were there? Who is talking? How do you know? How many sentences begin like this? (Hold up *I can*.) Read to prove that you are right. How many sentences begin like this? (Hold up *See me go*.) Read to prove that there are two. Now I am sure someone can be Alice and read the page as smoothly as the swing goes up and down.

Page 23. I believe Alice did tell Jerry to get out of the way. Do you? Why? Alice's face tells me that she likes to swing. There is a sentence that tells me the same thing. The first one

to find it may read it. This page is so easy I am sure someone can be Alice and swing it right off. I hope Alice will not be selfish. I hope she lets Jerry have a swing.

Page 24. What do we call the work Jerry is doing in this picture? Did you ever pump in a swing? Is it hard or easy? Why do you pump? Who is talking on this page? How do you know? Alice isn't talking about herself though. I know because she says—(Hold up *You can.*) How many times does she say it? Read the sentences to prove that there are three. Alice tells Jerry to come on. So suppose you come on and read the page.

Page 25. No wonder you are looking at this next page. I know you want to know about this little girl. She is Alice's best friend and her name is May. *May* begins like *Mother*. So if you look at the title I am sure you can find May's name. Do you like those kittens as well as May does? If your eyes are sharp, I am sure you can find the word *kittens* in the title. Why does it begin with a capital letter? When *kittens* begins with a small letter, it looks like this. (Hold up *kittens.*) Now who can read the title? Won't this be a good story! Kittens are so interesting, and they do such funny things. They are called kittens because they are young cats. If you saw many kittens together, how would you know which ones were May's? Can you guess where May is going with her kittens? Next time we read we will find out if you were right. How is May different from Alice? How will you be able to tell them apart?

(The story "Up and Down" may be reread in the usual way in this or a later period.)

Vocabulary enrichment and extension. *Word associations:* Before you take your seats, tell me something you think of when I say *kittens*. Don't repeat what someone else has said (soft fur, long tails, the sound *meow*, white paws, etc.). (Call on less imaginative children first.)

Supplementary Activities

1. *Preprimer Workbook*, page 27.
2. **Bulletin board.** Put Reading Readiness Picture Card 15 on the bulletin board. Over to one side put the following story. Children may make an illustration for the story.

Three Kittens

Mother, mother.
 Come here and see.
 Come on, Mother, come on.
 See the kittens.
 One, two, three.
 Come to me, kittens.
 Come to me.
 I like kittens.
 The kittens like me.

UNIT 36

(To follow pages 21-24, *Under the Sky*)

DO NOT OMIT THIS UNIT

If a projector is available, use the Textfilm for *Under the Sky*, Frames 16-17. (See page 441 for directions.) Otherwise use the following procedure.

Materials Needed

Pocket Card Holder

Reading Readiness Cards

Nos. 5, 12, 18, 19, 21, 25, 26, 28, 33,
 35, 37, 45, 47, 49, 55, 57, 58

Word Cards

blue	me
Father	Mother
kittens	red
like	to
May	you

Procedure

Preparation. (Put Reading Readiness Picture Cards 5, 12, 19, 21, 26, 33, 37, 45, 49, 55, 58 on the chalk rail.) See how quickly you can earn your way to the reading group this morning. Bring me the picture of something which begins like *butter*. Something that begins like *cat*! (Continue until all the cards have been removed from chalk rail. Call upon pupils who need further experience in auditory discrimination.)

Activities to develop auditory perception. I hope our reading will *go* quickly this morning. (Write *go* on the board as you

say the word.) Watch how *go* begins. (Trace the *g*.) Watch how it begins when it starts with a capital letter. (Write *Go* and trace *G*.) Alice and May are two little *girls*. *Go—girls!* What did you discover? Let's see if *go* and *girls* really do begin alike. (Write *girls* under *go* and compare.) Alice and May have many *good* times. Did you hear another word which begins like *go*? Let's prove that *good* does begin like *go* and *girls*. (Write *good* under *girls* and compare. Continue suggesting words until pupils suggest words of their own. Add *go* to the Sound Chart and have pupils suggest pictures they might bring to fill out the row. DO NOT NEGLECT THIS CHART.)

Application of vocabulary in new context. (Have the following story written on the board. In the card holder have Reading Readiness Picture Cards 18, 28, 57 in a row.)

My House

Come on, May.

Come to my house.

Alice, Alice.

You come to my house.

You can see my kittens.

You like kittens.

Here I come, May.

I like kittens.

You are going to have fun this morning learning how to find out a new word all by yourselves. Of course you remember the name of Alice's best friend. How many times can you find her name in the story? You remember her pets, too. How many times can you find the name of her pets? I see a word in the title which we have never had before. But I know how it begins. It begins like—(If pupils do not suggest a word beginning with *h*, write *here-Here* on the board and have the words read.) Now look at these pictures. (Indicate pictures of *house*, *barn*, and *store* or *grocery store*). Which picture shows something which begins like *here*? *House*, of course. Then what is your new word? Who will read the title?

You remember that May was on the sidewalk in front of her house with the kittens in her arms. Mother had told her not

to go away. Far down the walk Alice was calling—(Have the first two sentences read.) May remembered what Mother had said. So she called back—(Next four sentences.) Alice came on the run, calling—(Last two sentences.) Now who will be May and who will be Alice? Read just the way the girls talked. Now we will be all ready to read in our books tomorrow and find out the fun the girls had with the kittens.

Vocabulary enrichment and extension. "*One, two, three! How many for me?*": (Put all the word cards indicated under Materials Needed in the card holder. Have each child read and remove as many cards as he can before he is caught. Use this game to test growth in sight vocabulary.)

Word associations: When I say *house* I think of my home. Then so many nice things come into my head. What do you think of when I say *house* or *home*? Each one may have a chance to tell one thing. I think of some sounds I like to hear, too. (Stimulate varied response—the singing kettle, trickling water, Mother calling good-by, etc.) When I say *house* I think of the good smells when Mother is cooking. What do you like to smell? I like to feel things in my house, too—soft pillows, or cold ice cubes, or things like that. What do you like to feel?

Supplementary Activities

1. *Preprimer Workbook*, page 28.
2. **Bulletin board.** Have Reading Readiness Picture Cards 19, 35 and 47 on the bulletin board. To one side have the following story.

The Geese

Come here, Alice.
Come on, come on.
See the geese.
Look, look, Alice.
I see two geese.
The geese see me.
Here come the geese.

How many pupils in superior groups can use the technique developed in this unit—combining initial consonant clues with picture clues—to unlock new words?

UNIT 37

Under the Sky (pages 25-28)

Materials Needed

Pocket Card Holder

Word Cards

Jerry little to
 Jip look with
 kitten May
 kittens play (2)
 like

Phrase and Sentence Cards

I can with you (2)
 I like You can play
 to play You like
 with me (2)

Reading Readiness

Cards 30, 58, 62

Procedure

Preparation. (Have the word cards *little*, *play*, and *with* in the card holder.) I suppose Alice has reached May's house by this time and is having fun with—(Hold up *May*) and the—(Hold up *kittens*.) If May had only one *kitten*, we would use the word *kitten*. It would look like this. (Put *kitten* in the card holder.) But since she has more than one, we use the word *kittens*. (Put *kittens* under *kitten* in the card holder.) How are the two words alike? How different? What little word do you see in the big word *kittens*? (Do not hesitate to call the letter *s* by its name or to emphasize the idea that we add *s* to a name word to make it mean more than one. This is a superior group.)

Developmental reading activities. When the kittens grow up they will be *big*. Now they are *little*. Did you hear the two words which tell us the size of something and mean very different things—the two words which are opposites? Yes, *big* and *little*. We are going to use the word *little* in talking about the kittens. *Little* begins like *look* and *like*. So I am sure you can tell which of the new words in the card holder says *little*. Who will find it? Notice how many tall letters there are in the word *little*. (Trace the word with your finger. Reverse the card, call attention to the capital *L* and trace again.) Let's see how sharp your eyes are. (Use the cards *look*, *like*, *little* as flash cards and have each child read one.)

Little kittens like to pl—— (Have pupils suggest *play*.) This is the word which says *play*. Watch how it begins. (Indicate

play in the card holder and trace the *pl.*) Sometimes May says—(Use word and phrase cards to build *I can play* and *I like to play* in the card holder and have the sentences read.) When she talks to Alice she says—(Add *You can play* and *You like to play.*)

But whenever we play, we have to have something to play *with*. (Indicate the word *with* in the card holder.) Watch how *with* begins. (Trace the *w.*) Sometimes May says this. (Add *with you* to the sentences *I like to play* and *I can play.*) Sometimes when she is talking to Alice she says—(Add *with me* to the sentences *You can play* and *You like to play.*) May likes to play with some other people, too. So she says—(Cover the words *you* in the sentences *I like to play with you* and *I can play with you* with the word cards *Jip* and *Jerry.*) Alice likes to play with Jip and Jerry, too. So May says—(Cover the words *me* in the sentences *You can play with me* and *You like to play with me* with the word cards *Jip* and *Jerry.*)

Suppose we see how fast we can clear the card holder. Who will bring me the card which tells the size of the kittens? The sentence beginning *You like*? (Continue until all cards have been removed.)

See how quickly you can turn to **page 25**. What does the last word in the title say? How do you know that it says *kittens*? Could you tell from the title that the kittens belonged to May? Why not? Maybe they are not her kittens. Read the title quickly so that we can turn the page and find out.

Page 26. I can almost hear what that brown kitten is saying as she walks up to Alice. What do you hear? Who is talking on this page? How do you know? I know when I am through reading that the kittens *do* belong to May. I can find two sentences which prove that they do. The first one to find, the two sentences may read them. Who is ready to read the entire page?

Page 27. (Allow time for discussion of the picture.) Who is talking on this page? Alice knows that the kittens do not belong to her. One sentence proves it. Can you find and read the sentence? I believe the girls have divided the kittens—one for Alice to play with, and one for May. Prove that I am right by reading two things that Alice says. Now who will be a good Alice and read the page?

Page 28. (Call attention to the position of the black kitten.) Find two different words on this page which tell two things the brown kitten is doing. How many times can you find *jump*? How many times does it begin with a capital letter? Why? Who is talking on this page? Who will read the page and talk just as May talked to Alice?

Page 29. Of course you want to look and see what Father is doing on page 29. Is it still autumn? What work is Father doing? What tools is he using? Would you like to be there? What fun could you have in the leaves? Who will read the title?

(Reread the story "May and the Kittens" in the usual way.)

Vocabulary enrichment and extension. "*Young and Old*": I will say the name of a baby animal. You tell me what we will call it when it grows up. (Kitten, puppy, colt, calf, lamb, duckling, gosling, piglet, chick. Give each pupil a chance to suggest one grown animal.)

Suppose you earn your way to your seats. I will use the word that means one animal. You answer with the word which means more than one. (Cow, cows, horse, horses, etc. Do not use irregular plurals.)

Supplementary Activities

1. *Preprimer Workbook*, page 29.
2. **Bulletin board.** Put Reading Readiness Picture Cards 30, 58 and 62 on the bulletin board. To one side have the following story for which pupils may draw an illustration.

Come and Play

Look, Alice.

See my sled.

Come and ride with me.

You can ride on my sled.

Here you go, Alice.

Down, down, down.

UNIT 38

(To follow pages 25-28, *Under the Sky*)

DO NOT OMIT THIS UNIT

If a projector is available, use the Textfilm for *Under the Sky*, Frames 18-19. (See page 441 for directions.) Otherwise use the following procedure.

Materials Needed

Pocket Card Holder

Reading Readiness Cards

9, 10, 13, 19, 22, 27, 28,
36, 39, 43, 46, 52, 57, 61

Procedure

Preparation. (Have the Reading Readiness Cards indicated above, except 9, 27, 46, and 52, on the chalk rail.) How quickly can we remove all the cards this morning? Bring me a picture of something which begins like *basket*. Something which begins like *catch*. (Continue until all the cards have been removed from the chalk rail. Call upon pupils who need further experience in auditory discrimination.)

Activities to develop auditory perception. (Since the *k* sound is identical with the hard sound of *c*, the teacher should suggest *all* the words. However, if some child suggests a word beginning with *c*, do not hesitate to write the suggested word under the word *kittens* on the board and show that while the suggested word begins with the same sound, it really does not begin with the same letter.) Alice and May had a grand good time with the *kittens*. (Write *kittens* on the board as you say the word.) When I came into the room this morning, I had to use a *key* to unlock the door. *Kittens—key*. Do you suppose they begin alike? Let's see. (Write *key* under *kittens* and compare.) Boys make something out of sticks and paper. They put a long rag tail on it. Then it flies high in the air. It is a *k*—. (Let children suggest *kite*. Then prove that *kite* begins like *key* by writing *kite* under the word *key* on the board. Add the word *kittens* to the Sound Chart. Read the list of words to suggest to children pictures which they might find to fill out the row.)

Application of vocabulary to new context. (Have the following story written on the board. In the card holder have Reading Readiness Picture Cards 36, 46, 52 in a row.)

My Train

Come here, Alice.

Come here and see.

Come and see my train.

I like trains.

I like to play with my train.

My train can go, go, go.

One day Jerry's father brought him something new. Its name is in the title of our story. Who can find the new word in the title? It begins like *to* or *two*. (Write *to* and *two* on the board as you say the words.) Now suppose we look at the pictures. Say the names of the pictures softly with me. Train, boat, airplane! Which one begins like *to*? Then what does our new word say? *Train*, of course! How many times can you find train in our story? Be careful! Remember we want the word which means just *one* train. Did you find a word which means more than one train? What does it say? Now read the whole story.

Vocabulary enrichment and extension. "*A-hunting we will go*": Turn quickly to page 29 in your books. Suppose we see what good hunters you can be. I see something in the picture which begins like *train* (tree). A tool which begins like *ride* (rake)! A color which begins like *rose* (red)! Someone whose name begins like *farmer* (father)! Something he wears which begins like *here* (hat)! Something he wears which begins like *parasol* (pants)! Something he wears which begins like *bird* (belt)! Something on his shirt which begins like *boy* (buttons)! Like *cup* (collar)! Something in the picture which begins like *look* (leaves)! A color which begins like *ground* (green)! Something on the wheelbarrow which begins like *horse* (handles)!

Supplementary Activities

1. *Preprimer Workbook*, page 31.
2. Bulletin board. Put Reading Readiness Cards 9, 27, 43 on the bulletin board. To one side have the following story for which pupils may draw an illustration.

The Goat

Jerry, Jerry.
 Come here. Come here.
 Can you see the goat?
 I can.
 The goat can see me.
 Here comes the goat.
 Go, Jerry, go.

UNIT 39

Under the Sky (pages 29-32)

Materials Needed

Pocket Card Holder

Word Cards

Alice	I	ride
and	jump	the
can	look	three
come	May	two
down	Mother	up
go	my	want
here	one	with

Phrase and Sentence Cards

I can	You may
I like	You may go
I want	You may ride
May I	You want
to ride (2)	
You can	
You like	

Procedure

Preparation. Suppose you earn an admission ticket to your reading group this morning. Read your word and take your card. That will be your ticket. (Use the following as flash cards—*and, can, come, down, go, here, I, jump, look, my, one, ride, the, three, two, up*. As soon as the group is assembled, have some child who needs extra help in sight vocabulary be the collector and read each word as he collects the cards.)

Developmental reading activities. This morning we are going to use this word in a different way. (Hold up *May*.) Sometimes it has a different meaning. One morning Alice wanted to go to the store. She might have said, "Will you let me go, Mother?" But she didn't. She said—(Build *May I go Mother* in the card holder.) Mother might have answered,

"I will let you go, Alice." But instead she said—(Add *You may go Alice.*) Why does this *may* (indicate) begin with a small letter?

Now *I want* you to look carefully at this card. (Hold up *I want.*) *I want* you to remember this card very well because we will use *I want* to begin many sentences. Show me the word which says *want*. Watch how it begins. (Trace the *w.*) *With—want*. What did you discover? (Put the cards *with* and *want* in the card holder as you say the words.)

One day Jerry saw a boy on a bicycle. Jerry called to him and said—(Build *I can ride, I want to ride, I like to ride.*) The boy called back—(Add *You may ride.*)

Now here are some good ways to begin sentences. If you can read them, we will be all ready to help Father with the leaves. (Use these sentence beginnings as flash cards—*I can, I like, I want, You can, You like, You want, You may*. Have each child read several cards.) Now turn quickly to **page 29**. The first one ready may read the title.

Page 30. Can you see another of Father's tools in this picture? I can tell just by looking at the picture what is happening. What do you think is happening? Now read the page with your eyes and see if we were right. Who is talking? How many people are going to have a ride?

Page 31. Can you tell by the picture what is happening here? Read and prove that you are right.

Page 32. Here they go! What fun this must be! Who is talking on this page? How do you know? Alice wants to ride. Jerry does, too. But Father wants something, too. Read with your eyes until you find out what Father wants. The first one to find the sentence which tells may read the sentence. Now finish the page.

Page 33. What an interesting store and what a nice friendly old storekeeper! No wonder you are excited about this picture. Each of you may tell about one thing in the store. Just one, and don't repeat what someone else has said. Here we go! I see so many colors in this picture. There are two color words in the title, too. Who will read the title? I wonder who will come to this store and what he will get. Won't it be fun to read and find out?

("Come and Ride" may be reread in the usual way.)

Vocabulary enrichment and extension. "*Multiple meanings*": We found out something interesting about the word *May* this morning. We found that in this sentence (Write *Here comes May* on the board) it means a girl's name. In this sentence (Write *May I go?*) it means "Will you let me go?"

Supplementary Activities

1. **Preprimer Workbook**, page 30. Read the first group of sentences with the children.
2. **Bulletin board.** Put the following jingle on the bulletin board. Have the pupils read and draw an illustration.

Kittens

Three little kittens
To play with me.
Here come the kittens,
One, two, three.

UNIT 40

(To follow pages 29-32, *Under the Sky*)

DO NOT OMIT THIS UNIT

- If a projector is available, use the Textfilm for *Under the Sky*, Frames 20-21. (See page 441 for directions.) Otherwise use the following procedure.

Materials Needed

Pocket Card Holder	Word Cards		
Reading Readiness Picture Cards 4, 30, 46	can	jump	red
	down	kittens	see
	father	like	to
	go	May	
	here	play	

Procedure

Preparation. I will hold up a card. Read the card and tell me another word which begins with the same sound. Then

you will have earned your way to the reading group. (Hold up each word card listed.)

Activities to develop auditory perception. Yesterday we discovered two new words which begin alike. (Write *with* and *want* on the board, have them read, and compare initial consonants.) When I want to tell time, I look at my w——. (Have pupils suggest *watch*, write it under *want* on the board, and compare.) We have plenty of light in our room. It comes through the w——. (Have pupils suggest *windows* and repeat procedure. Continue to suggest words until pupils begin suggesting words of their own. Add the words *with* and *want* to the Sound Chart and have pupils suggest pictures that they might find to fill out the row.)

Application of vocabulary to new context. (Have the following story written on the board. In the card holder have Reading Readiness Picture Cards 4, 30, 46 in a row.)

My Boat

Come, Mother.

Come, Alice and Jerry.

Come and see my boat.

Look, Jerry.

You like boats.

See my boat go up and down.

You may ride.

Alice and Mother may ride.

Come on, come on.

One day Father bought something fine. My, but he was excited. So were the rest of the family. Maybe it was a car (indicate card 4). Maybe it was a truck (indicate card 30). And maybe it was a boat (indicate card 46). If you want to know which it was, you will have to find out this new word in your title (indicate *Boat*). The first thing you know about it is that it begins like *blue*. (Write *blue Blue* on the board.) Now let's check. Does *truck* begin like *blue*? Does *car* begin like *blue*? Does *boat* begin like *blue*? Then what must our new word be? How many times can you find *boat* in the story? Watch out! I want the word which means just one boat. Now can

you find a word which means more than one boat? How many times can you find it?

Now read the whole story with your eyes. Find out who is talking and be ready to read just the way that person would talk. (Give several children a chance to read.)

Vocabulary enrichment and extension. "*Watch me go*": (Write the following phrases on the board and erase as quickly as written. Have children tell what was written—*with me, with you, to you, to me, on Alice, on me, the kitten, my kittens, kittens, kitten, look up, come down, see me, I like, I want, I may, I can, You like, You can, You may, You want.*)

Supplementary Activity

Put the story of Father's boat on the bulletin board. Have pupils illustrate the boat ride.

UNIT 4I

Under the Sky, (pages 33-38)

Materials Needed

Pocket Card Holder

Word Cards

good something

Is store

Reading Readiness Picture
Cards 12, 22, 26

Phrase and Sentence Cards

Alice wants I want

Procedure

Preparation. Put your thinking caps on. Think of all the interesting things you saw in that store window. As you come to the reading group, you may each tell one thing you remember. Then turn quickly to page 33 to check to see if we have forgotten anything.

Developmental reading activities. We won't be able to read this story until we get our tools ready. So suppose you close your books for just a moment. Today we are going to read about a st—. (Let pupils suggest *store* as you put the card in the card holder.) Watch how *store* begins. (Trace the *st*.)

When you go to the *store* you always go to get *something*. (Put *something* in the card holder as you say the word.) What a long

word *something* is! What do you notice about our two new words? Say them softly so that you can hear that they begin alike.

I am sure if Alice and Jerry go to this store, they will get something g——. (Let pupils suggest *good* as you put the word in the card holder.) Watch how *good* begins. I know another word we have had that begins like *good*. (Write *go* on the board and have both words read.)

Whenever Jerry finds something he likes in the store, he always says, "How much *is* this? *Is* this a penny?" The word *is* looks like this. (Hold up the card *is*.) When it begins with a capital letter it looks like this. (Reverse card; then put it in the card holder with lower-case form up.) *Is* is such a little word. Watch how it begins. (Trace the *i*.)

When Jerry tells what he wants, he says—(Put *I want* in card holder.) But when he tells what Alice wants he says—(Put *Alice wants* under *I want*.) Which word says *want*? *Wants*? How do the two words differ?

Bring me the card which tells the name of the place we will hear about in our story. The kind of things we like to get at the store! The word that tells what we go to the store to get! The word we use when we ask the price of something? The sentence beginning which Jerry uses when he talks about himself! The one he uses when he tells what Alice wants!

Now put back in the card holder the word that begins like *go*. What does it say? One word that begins like *see*! (Continue until words have been removed and replaced in the card holder several times.) Now we are ready to read to find out who goes to the store and what he gets. Turn quickly to **page 33**. Be ready to read the title.

Pages 34-37. (Read in usual way.)

Page 38. What did Jerry get? Did he get something red? Something blue? Something good? Why do you think he has two lollipops (or suckers)? How many things did he really get? If he gives three to Alice, how many will he keep for himself? Three and one are ———. He has two things in one hand and two in the other. Maybe you can find out what two and two are. Now read the page with your eyes and find out what Jerry says to Alice.

Page 39. Is this the same day or another? How do you know? Can you find the pier? Is it the pier we saw in the bathing pool? Why not? If you were close to the boat, would it be a big boat or a little one? Why does it look so small? Can you see the airplane? Why does it look so very small? Can you find the smoke from the train? If you were near to that train would it be big or small? Why does it look small? When do all big things look little? Do you think this is a pond or a lake? What makes you think so? I agree with you. Big boats can not run on ponds. I see something in the title that looks like one of our new words. Who can read the title?

Vocabulary enrichment and extension. "*Word associations*": Tell me something which is good to eat. Each of you may have a turn. Now tell me something good to hear. Something good to see! Something good to feel! Something good to smell!

(Write *Here I come* on the board. Follow with *Here comes Jip*, *I like*, *Alice likes*, *I want*, *Alice wants*, *I play*, *Jip plays*, *I ride*, *Jerry rides*, *I jump*, *Jip jumps*.)

Supplementary Activities

1. *Preprimer Workbook*, page 32.
2. **Bulletin board.** Have Reading Readiness Picture Cards 12, 22, 26 on the bulletin board. To one side have this story:

The Mailman

Here comes the mailman.
Look, Jerry, look.
Can you see the mailman?
I can, I can.
Here I go.
Come on, Jerry, come on.

UNIT 42

(To follow pages 33-38, *Under the Sky*)

DO NOT OMIT THIS UNIT

If a projector is available, use the Textfilm for *Under the Sky*, Frames 22-23. (See pages 441-42 for directions.) Otherwise use the following procedure.

Materials Needed**Word Cards**

come go kittens little Mother see want with
Father good like me red something wants

Pocket Card Holder**Procedure**

Preparation. (Have the word cards listed under Materials Needed on the chalk rail.) Find a word which begins like *wagon*, Ann, read it, and take it with you to the reading group. (Continue until the group has assembled.)

Activities to develop auditory perception. (It will be wise for the teacher to suggest all words in order that all suggestions shall have the voiced sound of *th*.) When we count we often use this word. (Write *three* on the board.) Watch how *three* begins. The first two letters in *three* go together to make one sound. (Trace the *th*; then draw a short line under the *th*.) Say *three* softly and listen to the way it begins. You have something on your hand which begins like *three*. You have a *th*——. (Have pupils suggest *thumb*, write it on the board under *three*, draw a short line under the *th*, and compare with *three*.)

Mother uses two things when she sews which begin like *three*. On her finger is a *th*——. She sews with a needle and *th*——. (Let pupils suggest *thimble* and *thread*, write them on the board and proceed in the usual manner. Continue with such words as *thank*, *thunder*, and *thin*. Add *three* to Sound Chart, re-read list of words, and have pupils suggest pictures to fill out row.)

Application of vocabulary to new context. (Have the following story written on the board.)

The Store

Jerry, Jerry.
Come to the store.
Come to the store with me.
Mother wants something.
Mother wants something good.
Here is the store.
Here is something good.

(Have the children read the story silently, then orally. Then write on the board: Mother wants m——.)

Have pupils suggest all the things they can think of which mother might want which begin like *me, my, Mother* [meat, milk, etc.]. Change the *m* to *b*.)

Supplementary Activities

1. *Preprimer Workbook*, page 33.
2. Bulletin board. Have the story, suggested above, on the bulletin board. Have pupils draw an illustration.

UNIT 43

Under the Sky (pages 39-44)

Materials Needed

Pocket Card Holder

Word Cards

airplane airplanes big boat boats in train trains

If a projector is available, use the Textfilm for *Under the Sky*, Frames 24-28, before beginning this unit. (See page 442 for directions for using the Textfilm.)

Procedure

Preparation. (Have the word cards *boat, airplane, and train* in the card holder.) We left Alice and Jerry on the shore of a lake. Put your thinking caps on. Do you remember three things in which they might have a ride? When you come to your reading group you will find those three words in the card holder. You will know *boat* because it begins like *blue*, and *train* because it begins like *to*. Then of course the other word will say—(Let children suggest *airplane*.)

Developmental reading activities. Here we are. Let's see what good discoverers you were. Bring me the word *boat*. Turn the card and see how *boat* looks when it begins with a capital letter. Now return it to the card holder with the capital letter side up. (Repeat with *train*.) Now bring me the word *airplane*. Isn't it a long word? Watch how it begins. (Trace the *a*.) Notice the long letter and the tall letter right in the middle. (Trace the *p* and the *l*.) How does *airplane* begin when it starts with a capital letter? (Have child proceed as with *boat* and *train*.)

If you went to an airfield, you might see—(Add *airplanes* to the card holder.) If you went to a boat race, you might see *boats*. (Add *boats*.) And if you saw a double track, you might also see two—(Add *trains*.)

Let's see how quickly we can clear the chart. Bring me the card which tells what runs on a track. The card which means more than one train! (Continue in like manner.)

Alice and Jerry like to ride *in* a boat, *in* a train, and *in* an airplane. (Put *in* in the card holder as you say the word.) Isn't *in* a little word? Use your eyes as cameras and take a good picture of *in*. (Trace the word each time you say it.) So they like to ride—(Build *in airplanes*, *in boats*, and *in trains* in the card holder and have each phrase read.)

If Alice and Jerry are going to ride in a train, it will have to be a *big* train. (Put *big* in the card holder as you say the word.) Watch how *big* begins. (Trace the *b*.) So Alice and Jerry ride—(Build *in big airplanes*, *in big boats*, *in big trains* and have each phrase read.) Show me something *big* in this room.

Turn quickly to **page 39**. Who will read the title?

Page 40. There is someone in this picture whom we have not seen in a long time. Who is it? What is Jerry pointing at? Do you think the ride is going to be in that airplane? Why not? Read the page with your eyes. See if you can find a sentence which proves that the airplane is not going to stop to give the children a ride. The first person to find that sentence may read the page.

Pages 41-44. (Read in usual way.)

Page 45. I see that your eyes have discovered someone new on the next page. Of course it is not Alice's and Jerry's mother. Whose mother do you think it might be? I agree with you. I think it must be May's mother. What has she in her arms? Why do we call it a puppy? If you look at the title, I am sure you can find the word *puppy*.

("Something to Ride" may be reread in the usual way.)

Vocabulary enrichment and extension. "*What shall I write?*": I will say a word. You tell me another word which means something very different. You tell me the word which is the opposite. I will write your word on the board. (Use *come*, *go*, *big*, *little*, *down*, *up*.)

Supplementary Activities

1. *Preprimer Workbook*, page 34.
2. Independent reading. If *Happy Days* preprimer is available, let pupils read at their seats pages 2-11.

UNIT 44

(To follow pages 39-44, *Under the Sky*)

DO NOT OMIT THIS UNIT

If a projector is available, use the Textfilm for *Under the Sky*, Frames 29-30. (See page 442 for directions.) Otherwise use the following procedure.

Materials Needed

Pocket Card Holder

Reading Readiness Picture Card 17

Procedure

Preparation. I have a toy store. In my store I have many toys that begin like *big*. (Write *b*_____ on the board.) As soon as you can tell me a toy whose name begins with this sound (indicate *b*_____), you may come to your reading group. (After familiar words such as *ball*, *bat*, *boat*, and *buggy* have been suggested, change the *b* to *s* and continue with *saw*, *sled*, etc.)

Activities to develop auditory perception. (Put the picture of the sheep in the card holder and take a few minutes to talk about sheep, what they eat, what they give us, etc.) Say the word *sheep* softly and listen to the way it begins. Now let's watch the way it begins. (Write *sheep* on the board and trace the *sh*.) It takes two letters to make the first sound in the word *sheep*. (Draw a short line under the *sh*.)

When I dig in the garden I use a *sh*——. (Let pupils suggest *shovel* and proceed in the usual way. Continue to suggest words—*shop*, *shed*, *show*, *shoulder*, etc.—until pupils begin to suggest words. Add a picture of a sheep, shoe, or shovel to Sound Chart and have pupils suggest pictures to fill out the row.)

Application of vocabulary to new context. (Have the following story written on the board. Suggest that Father is taking Alice and Jerry for a ride on the train. Have the story read silently. Then have several children read it aloud.)

The Train Ride
 Here comes the train.
 Jump on, Alice.
 Jump on, Jerry.
 You want to ride.
 You may ride with me.
 Come and ride on the train.
 One, two, three.
 Up you go.

Vocabulary enrichment and extension. *Using initial consonants:* A lady sat in front of Alice and Jerry on the train. She wore a—(Write h_____ on the board; have children suggest *hat*.) She wore a c—(Write c_____ for *coat*. Continue with f_____ for *flower*, sh_____ for *shoes*, p_____ for *purse*.) When she got off the train, she forgot her—(Write g_____ for *gloves*.)

Supplementary Activities

1. *Preprimer Workbook*, page 35.
2. **Independent reading.** If *Happy Days* preprimer is available, have pupils read pages 12-17 at their seats or in groups.

UNIT 45

(Review of pages 2-44, *Under the Sky*)

Reread the first forty-four pages of the book in one or two reading periods. Children enjoy putting their chairs in a circle and calling this a reading party.

UNIT 46

Under the Sky (pages 45-50)

Materials Needed

Pocket Card Holder

Word Cards

Alice	Jerry	May	ride
come	Jip	Mother	see
Father	jump	play	
go	look		

Phrase Cards

Here is	The kittens
I can	You can
I like	You like
I want	You may
Little Puppy	You want

Procedure

Preparation. (This is the beginning of the absorption unit.)

I am sure you want to know who gets that *Little Puppy* (hold up card) which Mother had under her arm. But first I want to see how well you can think. On this chair are many cards (all cards listed under Materials Needed). Among the cards are eight which tell the names of people or animals who take part in our stories. They are the characters. I want someone to find the names of eight characters, read them, and then put the cards in a row in the card holder (*Alice, Jerry, Jip, May, Mother, Father, Little Puppy, The kittens*).

Next I want you to find eight good ways to begin sentences. Put the sentence beginnings in a row in the card holder also.

Now find seven cards which tell something we all can do. These cards will go in a third row.

Now let's climb the fireman's ladders.

Developmental reading activities. Turn to page 45. We have seen this picture before, so let's read the title quickly.

Page 46. Who do you think will get the puppy? Were we right when we said that this was May's mother? Read the first two sentences silently. Then talk to May just as Mother did. I notice something about the next three sentences. Do you? They all begin with this sentence beginning. (Hold up *Here is* and have it read.) Now who can read the three sentences and make Mother go on talking? I see the word *puppy* and it does not begin with a capital letter. The first one to find it may read the last two sentences. Now who will read the page?

Pages 47-50. (Read in usual way.)

Page 51. What is Jerry making on this page? If you don't know, suppose you read the title. Have you ever made a leaf store? How did you do it? Something in this picture makes me know that Jerry goes to school just as you do. What has he learned to do? What does his sign say? Won't it be fun to buy something at Jerry's store in our next story?

(Reread "Little Puppy" in the usual way.)

Vocabulary enrichment and extension. "*Watch me go*": One day Jip was very muddy and he jumped—(Write *on Alice* on the board and erase as quickly as written. Have some child tell what

you wrote.) One day Alice was very naughty and Mother said, "Come—" (Write *to me* and erase.) Another day Jerry was walking by the store and he saw Father—(Write *in the store*). (Write and erase the single words *in, on, to*, many times.)

Supplementary Activities

1. *Preprimer Workbook*, page 36.
2. **Independent reading.** If *Happy Days* preprimer is available, have pupils read pages 18-21 at their seats or in groups.

UNIT 47

(To follow pages 45-50, *Under the Sky*)

DO NOT OMIT THIS UNIT

If a projector is available, use the Textfilm for *Under the Sky*, Frames 31-32. (See page 442.) Otherwise use the following procedure.

Procedure

Preparation. One day I was riding along on my bicycle and I saw a—(Write b_____ on the board; have some child suggest *boy, bird, or ball* and then take his place in the reading group. Continue with g_____ for *girl or garage or garden*; m_____ for *man, muddy walk, milkman*, etc. Suggest a different sound for each child until group is assembled.)

Activities to develop auditory preception. (Show the picture on page 44, *Under the Sky*, and indicate the wheel.) Say the word *wheel* softly and listen to the way it begins. It takes two letters to make the first sound in the word *wheel*. Watch how it begins. (Write *wheel* on the board, trace the first two letters, then draw a short line under *wh*.)

(Show the picture on page 43.) Mother has something in her hand which begins like *wheel*. What is it? Let's check to see if *whip* does begin like *wheel*. (Write *whip* under *wheel*, draw a line under the *wh*, and compare.)

When I talk very softly, you say that I wh——. (Let pupils suggest *whisper* and proceed in the usual way with *whistle, white, wheelbarrow, whiskers*, etc. Add a picture of a wheel to the

Sound Chart and have pupils suggest pictures they might bring to fill out the row.)

Application of vocabulary to new context. (Have this story on the board; have it read silently, then orally.)

Jip and Little Puppy
 Here is my little puppy.
 Look, Alice, look.
 Here comes Jip.
 Jip likes to play.
 My little puppy likes to play.
 Jip can play with Little Puppy.
 Look, Alice.
 See Jip and Little Puppy play.

Vocabulary enrichment and extension. *Using initial consonants:* My puppy has four—(Write p_____ on board; have some child suggest *paws*.) He has a pretty t_____ (tail). He feels very s_____ (soft). He likes to r_____ (run). When he is tired, he comes into the h_____ (house) and goes to s_____ (sleep) on the r_____ (rug). He curls up like a b_____ (ball).

Supplementary Activities

1. *Preprimer Workbook*, page 37.
2. **Independent reading.** If *Happy Days* is available, have pupils read pages 22-25 at their seats or in groups.

UNIT 48

Under the Sky (pages 51-56)

Materials Needed

Pocket Card Holder

Word Cards

airplane	I	the
big	little	three
blue	me	train
boat	my	two
down	one	up
here	red	you

Phrase and Sentence Cards

Come and play You may come
 Come on

Procedure

Preparation. Of course you are anxious to find out what Jerry sells in his store and who his customers are. But we have a job to do first. On this chair are several cards (all word cards indicated under Materials Needed.) Find two cards that tell the color of something, read them, and put them in a row in the card holder. Find two words that tell size; then do the same thing. (Be sure words are arranged in groups in the card holder.) Three words we use when counting! Three words we use when talking about ourselves (me, my, I)! The word we use when talking about someone else (you)! Two words which tell directions in which we might go (down, up)! The word we use when we see some toys and we know that they do not belong to us (the)! Three words which tell what we can ride in! The word which tells where you are this morning (here)! (Play "One, two, three! How many for me?" several times to test growth in sight vocabulary.)

Developmental reading activities. Turn quickly to page 51. The first one to find it may read the title so that we can skip along to the next page.

Page 52. The crates are in place and the store ready! Who will be the first customer? I see a sentence which begins like this. (Hold up *Come and play* and have it read.) Now who will find the sentence which begins that way and read it for us? I see another sentence which begins like this. (Hold up *You may come* and proceed in the same manner.) I see two sentences which begin like this. (Hold up *Come on.*) Now who will be Jerry and call Alice to the store by reading the whole page?

Pages 53-56. (Read in the usual way.)

Page 57. Workday at Jerry's house and what is happening? Where is poor Jip? If he ever gets outdoors what will he want to do? The title suggests that he may be going to have fun with someone. Read the title and find out who it is.

("The Big Store" may be reread in the usual way.)

Vocabulary enrichment and extension. Here is a word you need to look at very carefully. (Write *on* on the board and have it read.) Here is another word at which we must look carefully. (Write *in* under *on.*) How are the two words alike? How

different? I put a book *in* the bookcase. Which word did I use? Show me on the board. Now here is still another word of which you need to take a careful picture. (Write *is* under *in* and have it read.) How is the word *is* like the word *in*? How is it different? I put a book *on* the table. Find the word on the board which I used that time. It *is* a good book. Which word did I use? (Erase *in*.) What word did I send away?

Supplementary Activities

1. *Preprimer Workbook*, page 38.
2. **Independent reading.** If *Happy Days* preprimer is available, have pupils read pages 26-31 in their seats or in groups. Give help with the words *home* and *brown*.

UNIT 49

(To follow pages 51-56, *Under the Sky*)

DO NOT OMIT THIS UNIT

If a projector is available, use the Textfilm for *Under the Sky*, Frames 33-34. (See page 442 for directions.) Otherwise use the following procedure.

Procedure

Preparation. Suppose we take one good look out of the windows before we come to the reading group this morning.

I saw something which began like this. (Write ch_____ on the board and have children suggest *child*, *church*, *chimney*, etc.) I saw something which began like this. (Write wh_____ and have children suggest *wheel*. Allow children to have a turn if they so desire. Continue until experience has been given with several more initial sounds.)

Activities to develop auditory perception. I am so glad you are learning to write your names. Say the word *names* softly and listen to the way it begins. Now watch how it begins. (Write *names* on the board and trace the *n*.)

It is *nice* to be able to write your *name*. Did you hear another word which begins like *name*? Let's see if we are right about *nice*. (Write *nice* on the board and proceed in the usual manner.

Continue to suggest *nickel, neat, needle*, etc. until children begin suggesting words of their own. Add the number 9 to the Sound Chart, reread the words on the board, and have children suggest what pictures they might bring to fill out the row. **DO NOT NEGLECT THIS CHART.**)

Application of vocabulary to new context. (Have the following story on the board. Have it read in the usual manner.)

The Good Store

Here is the store I like.
Come in, Mother.
I want something good.
See the airplanes.
See the blue boats.
See the red trains.
Here is the airplane I want.

(Suggest that Jerry went down town with Mother. Mother wanted to go to many stores, but Jerry wanted to go to just one. When Mother's shopping was over, she went with Jerry to this store.)

Vocabulary enrichment and extension. *Using initial consonants:* I think I know the name of the store Jerry liked. It is the—(Write F_____ and T_____ on the board and have the children suggest Five and Ten.)

Supplementary Activities

1. *Preprimer Workbook*, page 39.
2. **Independent reading.** If *Happy Days* is available, have children reread the book (by themselves or in groups); then have them read the book to another group in the room or to their parents when they take the book home for a night.

UNIT 50

Under the Sky (pages 57-60)

Materials Needed

Word Cards:

and	go	in	on	store	two
can	good	is	something	to	with

Pocket Card Holder

Procedure

Preparation. (Put above-listed words in card holder. Play "One, Two, Three! How Many for Me?" several times until recognition of words is automatic. Then remove all cards except *in, on, is.*)

Developmental reading activities. Turn quickly to page 57. Where is Jip? Yes, *in* the window. Find the card in the card holder which tells where he is and bring it to me. Where is Father? Yes, *on* the ladder! Find the word that tells. Now bring me the last word and tell what it says. Who is ready with the title?

Pages 58-60. (Read in usual way.)

Page 61. Be ready with one good reason why this is another day. The title makes me know one reason why Alice and Jerry are so delighted to see Father. Who will read the title? What do you suppose the *Something Good* will be? Each of you may have a chance to guess, but we will have to wait until the next time we read to find out whose guess is right.

("Jip and Jerry" may be reread in the usual way.)

Vocabulary enrichment and extension. "*Watch Me Go*": Have you ever heard the camera click just the second the picture is taken? See if your eyes can work as fast as the camera, take a picture of each word I write, and be ready to tell me what each word says. (Write *to* and erase immediately. Follow with *in, is, on, go, good, and, two.*)

Supplementary Activities

1. *Preprimer Workbook*, page 40.
2. **Bulletin board.** Write the following in large manuscript writing on the bulletin board: d____, t____, b____. Have pupils draw a toy-store window and include toys which begin with the designated sounds.

UNIT 5I

(To follow pages 57-60, *Under the Sky*)

DO NOT OMIT THIS UNIT

If a projector is available, use the Textfilm for *Under the Sky*, Frames 35-36. (See page 442 for directions.) Otherwise use the following procedure.

Materials Needed

Pocket Card Holder

Reading Readiness Picture Cards
1, 6, 44, 62

Procedure

Preparation. I am thinking of an animal whose name begins with—(Write c_____ on the board and have children suggest *cow, calf, colt, camel*. Continue in the same way with g_____ for *goose, goat*, h_____ for *horse*, etc. Use the initial consonants which are causing the most trouble.)

Activities to develop auditory perception. (Show page 33 in *Under the Sky* and indicate the shopkeeper's vest.) What is the storekeeper wearing? Say the word *vest* softly; listen to the way it begins. Now watch the way it begins. (Write *vest* on board and trace *v*.) When I go to someone's house to spend several days, I say that I have gone on a v_____ (Have children suggest *visit*; write the word under *vest* and compare.)

In the summer when you have no school, you say that you have v_____ (Have children suggest *vacation* and proceed in the usual way. Add a picture of a valentine or violin to Sound Chart; have children suggest pictures to fill out row.)

Application of vocabulary to new context. (Have the following story written on the board. In the card holder have Reading Readiness Picture Card 62. Cover picture so that it cannot be seen until story has been read.)

The Good Ride

Come here, May.
Look here. Look here.
Here is something to ride on.
You can ride.
Alice and I can ride.
Jump on, May.
Here I go.
Down, down, down.

(Have the story read silently, then orally, in the usual way. Have pupils guess what Jerry has to ride on. Then uncover the picture to find out whose guess was right.)

Vocabulary enrichment and extension. If it was a day to use a sled, it must have been snowy and cold. Suppose we dress the children up so that they can go outdoors and not be cold. I think they would need a—(Write s_____ on the board and have children suggest snowsuit. Continue with c_____ for cap, m_____ for mittens, etc.)

Supplementary Activities

1. *Preprimer Workbook*, page 41.
2. **Bulletin board.** Have Reading Readiness Picture Cards Nos. 1, 6, 44 on the bulletin board in a row. To one side have the following story.

The Bus Ride

Look, Jerry.

Here comes the bus.

You like to ride on the bus.

You may go on the bus with me.

Jump on, Jerry.

UNIT 52

Under the Sky (pages 61-64)

Materials Needed

Word Cards

airplane	come	in	little	one	store	want
Alice	down	is	look	play	the	with
and	Father	Jerry	May	puppy	three	
big	go	Jip	me	red	to	
blue	good	jump	Mother	ride	train	
boat	here	kittens	my	see	two	
can	I	like	on	something	up	

Procedure

Preparation. This is the day when we find out what Father had for Alice and Jerry. We know that it will be something good because the title said so. Maybe it will be something good to eat. Some—(write c_____ on the board and have pupils suggest *candy*. Continue in similar fashion.) Let's hurry and

find out. Turn quickly to page 61. Where is Father carrying the surprise? Maybe you are right and maybe you are wrong. Read the title quickly so that we can turn the page and see.

Developmental reading activities (pages 62-64). Were we right when we thought Father carried the surprise under his arm? Isn't it fun to find things in pockets? (Have pages read in usual way.)

Page 65. Alice and Jerry are showing off their toys, aren't they? How many toys did Jerry bring with him?

How many did Alice bring? Who will read the title?

("Something Good" may be reread in the usual manner.)

Vocabulary enrichment and extension. Father had two pockets full of surprises. Let's pretend he had two pockets full of words we know. Here is a pocketful for Ann. See how quickly she can read them. (Give Ann half of the word cards listed under Materials Needed. Give the other half to another child.)

Supplementary Activities

1. *Preprimer Workbook*, page 42.
2. **Bulletin board.** Write the following in large manuscript writing on the bulletin board: c____, sh____, d____, p____. Have pupils draw pictures of things they wear that begin with these initial consonants.
3. **Textfilm.** If a projector is available, use the Textfilm for *Under the Sky*, Frames 37-38. (See pages 442-43.)

UNIT 53

Under the Sky (pages 65-71)

Materials Needed

Pocket Card Holder

Word Card: It

Procedure

Preparation. We have to take more careful eye pictures of little words than we do of big ones. (Write *on* on the board and erase as quickly as written. Have some child tell what was written and take his place in the reading group. Continue with *in*, *to*, *is*, *I*, giving each child a turn to read a word.)

Developmental reading activities. Something tells me that you like riddles. Here is one. I see something. *It* is red. *It* is white. *It* is blue. *It* is hanging in this room. What is *it*? Our flag, of course! (Put word card *It* in card holder as you say the word.) Watch how *It* begins. (Trace *I*; reverse card; trace *i*.)

In today's story, the children are asking riddles. Do you suppose they will use the word *it*? Turn quickly to page 65.

Page 65. We have looked at this picture before. So suppose we read the title and skip along.

Page 66. How many times can you find the riddle word *it* on this page? How many times does it begin with a capital letter? Why? I see a question on this page. I know it is a question because it has a question mark at the end. (Make a question mark on the board.) Who can find the question and read it? Read the page silently.

Pages 67-71. (Have pages read in usual way.)

("I See Something" may be reread in the usual manner.)

Activities in auditory discrimination. Suppose we look at the picture on pages 70-71. I see a color which begins like *blow* (blue). Another color which begins like *brother* (brown)! (Continue with several other sounds.)

Vocabulary enrichment and extension. (Give extra time to the confusing words *in*, *is*, *it*, and *on*. Be sure they are recognized automatically before proceeding to the next preprimer.)

Supplementary Activities

1. **Preprimer Workbook**, pages 43 and 44.
2. **Preprimer Workbook**, page 45. This is an informal test of pupil ability in sentence comprehension, in accurate phrase recognition, and in following precise directions. It tests pupil control of the forty-six words in the vocabulary of *Skip Along* and *Under the Sky*. If unit plans have been followed consistently, pupils in superior groups should make a practically perfect score on this test. If they fail to do so, check your teaching with the unit plans. It is suggested at this point that each child be tested individually with the word cards for all the vocabulary introduced so far.
3. **Textfilm.** If a projector is available, use the Textfilm for *Under the Sky*, Frames 39-41. (See page 443.)

The following chart represents the way in which the second Sound Chart will be built up and will appear at the conclusion of *Under the Sky*.

OUR SOUND CHART	
me my mother	
see	
father	
go	
kittens	
with want	
three	
sheep (picture)	
wheel (picture)	
9	
violin (picture)	

Pictures, or words from the vocabulary of *Skip Along* or *Under the Sky*, are to be added to each row. Each picture or word must represent something which begins with the same sound as the word, words, or picture in the box at the left.

III. UNIT PLANS FOR THE THIRD PREPRIMER

OPEN THE DOOR

UNIT 54

Open the Door (pages 2-10)

Materials Needed

Reading Readiness Picture Cards 1, 6, 58

Phrase Cards: Come here Here I come Look here
 Here comes I can ride You can ride

If a projector is available, use the Textfilm for *Open the Door*, Frames 1-5 before beginning the book. See page 444.

Procedure

Preparation. This the the great day when we begin our new books. It won't take us long to get ready. I am sure you know these sentence beginnings. (Hold up the phrase cards listed under Materials Needed and have each child read one card as he comes to the reading group.)

Developmental reading activities. The name of our new book is *Open the Door*. Do you notice what each child on the blue cover is doing? When we open the cover of our book, it is like opening a door, isn't it? Opening a door to find out what is going on inside!

Open the door to the title page. Who will find the title and read it for us? It looks to me as if Alice and Jerry have opened the door to invite us in. Is that the way the picture makes you feel?

Pages 2-3. Now suppose that we turn to pages 2-3. Not far from Alice's house is a brook. Do you know what a brook is? (Call it *creek* if that is the word used in the particular locale where the book is being read.) What have the children made? What is Alice attempting to do with her long pole? Have you ever done what Jerry is doing? Who will read the two pages and introduce our characters?

Pages 4-5. If you could be one of the children on these two pages, which one would you like to be? Do you think that bicycle is new? Be ready with a good reason why you think so. Who is talking on page 4? Who will be May and read what she says? Who is talking on page 5? Who will be Alice?

Pages 6-10. (Read by page units.)

Page 11. I don't wonder that you are interested in the next picture. Where was this picture taken? Each of you who has been to a circus may tell us just *one* thing you saw there.

Do you suppose we have such a good reader in this group that she or he could read the whole bicycle story while the rest of us listen?

Activities in auditory discrimination. Say the word *bicycle* softly and listen to the way it begins. I know something which rings that begins like *bicycle* (bell). A vegetable which begins like *bicycle* (beans, beets)! Something we read (book)! Something to play with (ball)! Something in this room (board)!

Supplementary Activities

1. **Preprimer Workbook, pages 46, 47, 48.** Be sure to discuss the picture sequence on page 46.
2. **Bulletin board.** If a projector is available, use the Text-film for *Open the Door*, Frames 6-7. (See page 444 for directions.) Otherwise use the following suggestions. Put Reading Readiness Cards 1, 6, 58 in a row alphabetically to form a picture dictionary on the bulletin board. Under each card write the appropriate word in both capitalized and lower-case forms. Over to one side have the following story. Underline the word *bicycle*.

My Bicycle

Come here and see.
Come and see my bicycle.
I can ride up and down.
You can ride my bicycle.
Here you go!
Jump on my bicycle.
Jump on and go.

Note that all the words in the picture dictionary begin with the same consonant. It will not be enough for pupils to match initial consonants. They must look carefully at the new word in the story and match the entire word form.

UNIT 55

Open the Door (pages 11-16)

Materials Needed

Word Cards

a and the to

Reading Readiness Picture

Cards 9, 33, 47

Phrase Cards

Come here

Here comes

I want

Jump in

You may ride

Procedure

Preparation. I know how anxious you are to see the rest of the circus pictures and read the story. Here are the sentence beginnings we will need today. Skip over them quickly so we can begin to read. (Hold up the phrase cards listed under Materials Needed.)

Developmental reading activities. If we are to have fun with the story we must know a very, very little word. Sometimes when Jerry sees May on her bicycle he says— (Write *I want to ride* on the board and have it read.) But sometimes he says, "*I want a ride.*" (Write *I want a ride* under the sentence on the board and have both sentences read.) Who can find our new word? What does it say? Isn't a a little word? (Trace the word as you say it.)

Now suppose we play "Watch Me Go." (Write *a ride* on the board, erase quickly, and have some child tell what was written. Continue with *to ride, a kitten, the kitten, my kitten, a puppy, the puppy, my puppy, a jump, a train, a boat, a big airplane*, until *a* causes no further trouble.)

Page 11. Now for a good time at the circus. Turn quickly to page 11. Ann may read the title.

Pages 12-16. (Establish rebuses as *donkey, cart, man*; read by page units.)

Page 17. Circus day is over. How can I tell that? The title makes me know that Jerry wishes we would come and play football with him. What does he say in the title?

Each of you may choose the circus picture you like best. Tell us why you like that picture best. Then read the story which goes with the page.

Activities in auditory and visual discrimination. How many things can you think of that begin like *donkey*? Of course you will not have to look at your Sound Chart. (Have each child suggest at least one word.) If I wanted to write *donkey* on the board, how would I begin? Would I begin like this? (Write s_____ on the board.) Or like this! (Write m_____.) Or like this! (Write d_____.) Of course *donkey* begins with *d*. Watch while I prove it to you. (Write *donkey*.)

Suppose you earn your way to your seats. I hope you took a careful picture of our new word. (Use the word cards *a*, *and*, *the*, *to* as flash cards and have each child read one word.)

Supplementary Activities

1. *Preprimer Workbook*, pages 49, 50, 51.
2. **Bulletin board.** If a projector is available, use the Text-film for *Open the Door*, Frames 8-9. (See page 444.) Otherwise use the following procedure.
Arrange Reading Readiness Cards 9, 33, 47 alphabetically in a row on the bulletin board. Under each picture write the appropriate words in both capitalized and lower-case forms. To one side have the following story. Underline the word *deer*.

The Deer

Come here, Jerry.
You like deer.
Come and see the deer.
Here is a father deer.
Here is a mother deer.
Here is a little deer.
Look, Jerry, look.

UNIT 56

Open the Door (pages 17-22)

Materials Needed

Pocket Card Holder	Phrase and Sentence Cards	
Word Cards	at Jip	May ran
at not ran	Come and play	Mother wants
looked play said	Here is	said May
Reading Readiness	I can not	You can play
Picture Cards	I like	You like
12, 41, 59	May looked	

Procedure

Preparation. This is the day for the football game. Here are some sentence beginnings which will help you to read smoothly. How quickly can you read them? (Hold up *Come and play*, *Here is*, *I like*, *Mother wants*, *You can play*, *You like* and have each child read one card.)

Developmental reading activities. I know you are in a hurry to read, but we have some new words to learn first.

One day May wanted Alice to play. Alice was going away. So she said—(Build up *I can not play* in the card holder). The new word begins like *nest*. Think of the way it begins. Then jump over it and read the last word. Think what Alice would say. Then you can read the sentence. Good for you, Ann. Of course the new word is *not*. Show us where it is. Find the word *not* on this chair. Put it under the *not* in the sentence.

May wanted to get home in a hurry. So—(Put *May ran* in the card holder.) The new word begins like *red*. May wanted to get home in a hurry. So May r____. Of course she *ran*. Find the word *ran* on this chair. Put it under the *ran* in the sentence. Now who will read both sentences?

On the way May saw Jip, and she did this. (Build up *May looked at Jip* in the card holder.) Do you see a little word you know in this big word (indicate *looked*)? Think what the little word is. Think what May did. I am sure someone can read the sentence. Now show us where it says *looked*.

Find *looked* on this chair and put it under the same word in the sentence. When we look, we must always have something to look *at*. Who will find the little word *at*? Find the word *at* on this chair and put it under the word in the sentence.

Then May talked to Jip. (Put *Come and play* said May in the card holder.) Come and play s_____ May. What do you think the new word is? *Said*, of course. Take a good eye picture of *said*. We will use it many, many times. Now who will read the sentence? Who will find *said* on the chair and put it under the word *said* in the sentence?

Who will read what Alice said to May? The sentence which tells how May went home? The one which tells what May did when she saw Jip? The one which tells how she talked to Jip? Now bring me the word *ran*. The word *looked*! (Continue until all cards are removed.)

Jerry is still waiting to play football. Turn quickly to page 17 and be ready to read the title.

Page 18. Jerry is asking someone to play. Who is it? Why do you suppose he doesn't ask Alice? I see a new word in the first sentence. It makes me know that Jerry talks. What is it? Now read the first two sentences and find out what Jerry says.

I can find *said* in the third sentence. It makes me know that May is talking. Read the rest of the page with your eyes. Now tell us what May says. Is she going to play? Why not?

Page 19. How many times can you find *said* on this page? Who is talking in the first two lines? What does he say? Who is talking in the next four lines? Find out whether Alice will put away her dustpan and play with Jerry. Will she? Why not?

I see a word in the last sentence which tells me exactly what Alice is doing in the picture. Find the word and tell what it says. Now who will read the sentence?

Page 20. Can you find the word *said* on this page? I told you we would use it many times. Read the first two lines. Whom does Jerry invite to play now?

I see two of our new words in the next sentence. Who can find them and read them? I can find the word in the last

sentence which tells what Jip is doing in the picture. What is it? How many times do you see *ran* on this page? Now who will read the last four lines and tell why Jip would not play football?

Page 21. Do you think Jerry will have a game at last? Why do you think so? How many sentences on this page begin like this? (Hold up *I can not* and have it read.) Can you find the word *said*? In which sentence? Read the whole page with your eyes.

Page 22. Can you kick a football as well as Jerry? I am afraid Father will have to run fast to catch that ball. This page is easy. Read carefully so that when you read aloud you can go as fast as Jerry's football.

Page 23. My, wouldn't you like to have some pennies in your pocket and go to the store on this next page! What would you buy? What color is the little store? Then no one will have to help *you* read the title. Who is ready?

Who will find the page where Jerry talks to Jip? The first one to find it may read it. (Continue in similar way until the story "Play with Me" has been reread.)

Vocabulary enrichment and extension. "*Watch Me Go*": (Write phrases similar to the following on the board, one at a time. Erase as quickly as written and have different children tell what was written. *Alice looked, Alice ran, said May, said Father, I can, I can not, at me, at you.*)

Activities in auditory and visual discrimination. How many words can you think of which begin like *football*? If I were to write *football* on the board, would I begin it like this? (Write th____.) Or like this? (Write f____.) Or like this? (Write c____.) Have some child indicate which beginning is correct. Then prove that he is right by writing the word *football*.)

Supplementary Activities

1. *Preprimer Workbook*, pages 52, 53, 54.
2. **Bulletin board.** If a projector is available, use the Text-film for *Open the Door*, Frames 10-12. (See page 444.) Otherwise use the following procedure.

Put the Reading Readiness Picture Cards 12, 41, 59 in a row on the bulletin board in alphabetical order. Under each card write the appropriate word in capitalized and lower-case forms. To one side have the following story. Underline the word *frog*.

The Big Frog

Come here, Jip, come here.

Look down here.

See the frog, Jip.

See the frog jump.

Jump, frog, jump.

Go, Jip, go.

UNIT 57

Open the Door (pages 23-28)

Materials Needed

Pocket Card

Holder

Word Cards

brown saw

have something (2)

morning walked

Reading Readiness

Picture Cards

26, 27, 53

Phrase and Sentence Cards

Alice saw

Alice walked

at the store

Good morning

I have

In walked Alice

little brown store

May I go

One morning

something brown

something good

to the store

You may go

Procedure

Preparation. This is the morning we go—(Hold up *to the store*). It is a—(Hold up *little brown store*). As you come to your reading group tell me one thing you would like to buy—(Hold up *at the store*).

Developmental reading activities. Alice had a dime. How much is a dime worth? Yes, it will buy as much as ten pennies. (Have a dime and ten pennies to show the group.) Alice kept her dime in a little brown pocketbook. So—(Put

One morning in the card holder). This tells what time of day it was when she decided to spend her dime. Think how the new word begins. One m____. Of course, one morning! What a long word *morning* is! *Morning* begins like m____.

So Alice ran to Mother, held up her pocketbook, and said—(Build *I have something* in the card holder.) Think how the new word begins. Then jump over it and read the last word. I h____ something. Of course, I *have* something. What does this new sentence beginning say? (Take *I have* from the card holder; have it read several times; then return it to its place in the sentence.)

Then Alice asked Mother if she might go to the store. She asked Mother in the correct way. What do I mean by correct? She said—(Put *May I go* in the card holder and have it read.) Mother answered in the correct way also. She said—(Put *You may go* in the card holder).

I suppose you think Alice ran to the store. Well, she didn't. (Put *Alice walked* in the card holder.) Think how the new word begins. Alice w____. Of course, Alice walked. Another long word! *Walked* begins like w____. When Alice got to the store—(Put *In walked Alice* in the card holder and have it read. If *In* causes trouble, write the lower-case form.)

When Alice went into the store, she saw the storekeeper. She did not say *hello*. She acted very grown-up. She said—(Put *Good morning* in the card holder.) Think! Here is the word which told us the time of day. (Indicate *morning* in the phrase *One morning*, also in *Good morning*. If *Good* causes trouble, write the lower-case form.) Now what did Alice say? *Good morning* is the grown-up way of saying *hello*.

Alice looked around and of course—(Build up *Alice saw something* in the card holder.) Think how the new word begins. Jump over it and read the last word. Alice s____ something. Of course, Alice *saw* something. *Saw* begins like s____. Alice saw—(Cover the word *something* with the phrase *something good*, then with *something brown*, and have each sentence read.)

Now who will read the phrase which tells when our story takes place? The sentence which tells what Alice said

to Mother when she showed her the pocketbook? The sentence which tells the correct way to ask to go to the store? The sentence which tells what Mother said to Alice? The one which tells how Alice went to the store? What she did when she came to the door? What she said to the storekeeper? What she saw?

Who will match this word with the same word in one of the sentences, read it for us, and put it at the top of the card holder to form the top step of a word ladder? (Hold up *walked*. Continue until *brown*, *have*, *morning*, and *saw* have been matched, read, and arranged in a row in the card holder.) Now who can climb the fireman's ladder? Who can climb down again?

I hope you don't think that Alice went to the store alone. I wonder what she got? Let's read and see. The first one to find **page 23** may read the title.

Page 24. I think I know what day it is. Do you? Why? I told you we would use the word *said* many times. Can you find it on this page? How many times? Who will read the two sentences in which you find *said*? I see two sentences which begin like this. (Hold up *I have*.) Who will find them and read them? (Be sure one rebus is called *pocketbook* and the other, *dime*.) I see one which begins like this. (Hold up *May I go*.) Read silently. Find the sentence which proves that Alice will not go alone. Then someone may be Alice and someone else may be Mother, and you may talk together.

Page 25. What is the best thing in the window? What do you think Alice will buy? Could she buy a big cake with a dime? I see a sentence which begins like this. (Hold up *Alice saw*. Have both the phrase and the sentence read.) I see another which is just like this. (Hold up *In walked Alice*.) Who will read the first sentence and tell what Alice saw? The next two sentences and tell what Alice said? The last two sentences and tell what Alice and Jerry did? Who will read the page?

Page 26. This store makes my mouth water. What do I mean by that? Look around for something Alice might buy. Could she buy a box of candy for a dime? If you think how

words begin, you might be able to read the signs in the corner. I am sure the first words say *Miss Brown* even though we can't see all of the last word. Who do you think Miss Brown is? Do you like her?

Who is talking in the first sentence? What does he say? Who talks in the next four sentences? Read silently so that you can talk to Miss Brown just as Alice did. Of course Alice didn't buy the first thing she saw. What did she do? Read the last two sentences silently and find out. Now who will read the page?

Page 27. I believe I know what Alice is going to buy. Do you? How much are candy apples? Could she get two five-cent candy apples with a dime? Of course she could because—(Divide the group of ten pennies into two groups of five) five cents and five cents (indicate groups) will buy as much as a dime. Who is talking in the first four sentences? Read silently to find out why Alice chooses the candy apples. The one who finds the reason may read what she says. Jerry is watching out for himself. He doesn't want to be left out. How do I know that? Read the rest of the page and find out. Now suppose we have someone who will be Alice and someone who will be Jerry. Then they may read the page.

Page 28. The dime is gone, but everyone is happy, even Jip. Why do I say that? The first two sentences tell me how the children went home. I see this word three times. (Hold up *walked* and have both the word and the sentences read.) Who talks for the rest of the page? Read silently to find out what Jerry says to Jip. Alice is too busy eating to talk. Now who wants to read the page?

Page 29. Is this the same day or another? How do you know? Who are the characters in our next story to be? Where do they seem to be? Have you ever looked at clouds from a hilltop? Do they look like this? The title tells me how many children there are. Who will read it?

Now suppose each of you choose your favorite picture in the story of the Little Brown Store. Then you may read the story which goes with the picture.

Activities in auditory and visual discrimination. How

many words can you think of which begin like *pocketbook*? If I wanted to write *pocketbook*, would I begin it like this? (Write d____.) Or like this? (Write l____.) Or like this? (Write p____.) (Have pupils indicate the p____; then write *pocketbook* to prove to them that they have chosen the right beginning.)

Supplementary Activities

1. *Preprimer Workbook*, pages 55, 56, 58.
2. **Bulletin board.** If a projector is available, use the Text-film for *Open the Door*, Frames 13-15. (See page 444.) Otherwise use the following procedure.
Arrange Reading Readiness Cards 26, 27, 53 alphabetically in a row on the bulletin board with the appropriate words under each card in both capitalized and lower case forms. To one side have the following story. Underline the word *policeman*.

The Big Policeman

One morning Jerry saw a policeman.

"Good morning," said Jerry.

"Good morning," said the policeman.

Jerry saw Alice.

"I saw a policeman," said Jerry.

"I said 'Good morning'."

UNIT 58

Open the Door (pages 29-32)

Materials Needed

Pocket Card Holder

Word Cards

a I like
and in on
at is
it

Reading Readiness Picture
Cards 22. 38. 55

Phrase and Sentence Cards

a big airplane	I can go
a boat	I like
a train	Look at me
Alice looked	One morning
Alice saw	said Alice
	You can go

Procedure

Preparation. Alice and Jerry and May like to make-believe, and that is what they are going to do this morning. But before we can find out what they pretend they are, we must be sure of these phrases. How quickly can you read them? (Hold up all the phrases listed above; have each child read one card as he comes to the reading group.)

Developmental reading activities. Turn quickly to page 29 and be ready to read the title. Is this hilltop a good place to make-believe you are something else besides yourself? Why?

Page 30. The minute I notice what Jerry is looking at, and the minute I see his puffed out lips, I know what he is pretending to be. Do you? I can almost hear him say, "Ding-dong! Choo, choo, choo!" I hope you know what time of day our story begins. (Put *One morning* in the card holder and have it read.) I believe Jerry is trying to go— (Build *like a train* in the card holder and have it read). Now read the page silently. Then if you can read aloud as smoothly as Jerry talks, someone may show us how to play train the way Jerry did.

Pages 31-32. (Have pages read by paragraph units.)

Page 33. Here we are at the brook again. What characters are we going to have in our next story? What animal will we have? What is Jerry trying to do? I have asked you three questions and every time I have used the question word *What*. I see the question word in our title. So suppose you give me a chance to read the title. It says, "What Can I Do?"

(Have "One, Two, Three" reread in usual way.)

Vocabulary enrichment and extension. *Confusing words:* You remember what careful pictures we need to take of little words. Here are three words which like to play tricks on us. (Put *a, and, at* in the card holder. Have each child choose a word, read it, use it in a sentence, and return it to the card holder.) Here are some old friends. (Put *I, is, it, in, on* in the holder and proceed in the same way.)

Activities in auditory and visual discrimination. Alice and

Jerry and May were on a hilltop. What words do you know which begin like *hill*? If I wanted to write *hill*, would I begin like this (Write h____) or like this (Write c____) or like this (Write g____)? (Have pupils indicate the correct beginning; then prove that they are right by writing the word *hill*.)

Supplementary Activities

1. *Preprimer Workbook*, pages 59, 60, 61.
2. **Bulletin board.** If a projector is available, use the Text-film for *Open the Door*, Frames 16-18. (See page 445.) Otherwise use the following procedure.
Arrange the Reading Readiness Cards 22, 38, 55 alphabetically in a row on the bulletin board. Write the appropriate word under each card in both capitalized and lower-case form. To one side have the following story. Underline the word *milkman*.

The Milkman

Jerry said
 "Here comes the milkman.
 The milkman likes me.
 I want a ride.
 May I ride with the milkman?
 May I, Mother? May I?"
 "You may ride," said Mother.

UNIT 59

Open the Door (pages 33-38)

Materials Needed

Pocket Card Holder	Phrase Cards	
Word Cards	Alice is not	I said
do here (2) she What	I can	I saw
Reading Readiness Picture	I can not	I see
Cards 21, 28, 29	I have	I walked
	I like	I want
	I looked	She is not
	I ran	

Procedure

Preparation. (Use the phrase cards listed under Materials Needed—except *She is not*—as flash cards. Have each child read one as he takes his place in the reading group. Note cards which cause trouble. Use these cards many extra times.)

Developmental reading activities. You remember when we ask riddles, we use this word many, many times. (Write *it* *It* on the board and have words read.) So we call *it* our riddle word. That makes it easy to remember. We are going to have a word today that I like to call our question word. We use it often when we ask questions. If I want to know the street you live on, I say, “Wh_____.” *What*, of course. What street do you live on? Here is our question word. (Put *What* in the card holder.) Take a good eye picture of it. We will use this word often. Watch how it begins. (Trace the *Wh*.) *What* begins like *wheel* and *whistle*.

Sometimes when Alice is tired of play she says to Mother—(Write *What can I do?* on the board.) Think how the new word begins. What can I d_____? *Do*, of course. Show me the word *do* in the sentence. This is one of the little words of which you must take an extra good picture. Now look at this card. (Show the word card *do*.) What does it say? Match it with the *do* in the sentence. Now turn the card over. Notice how *do* looks when it begins with a capital letter. Now read again the question Alice asks Mother.

Of course you know this word. (Write *to* on the board.) Today we have another word which says *too*. (Write *too* on the board under *to*.) How are the two words alike? How different? What do they both say?

One day Mother said, “Where is Alice?” Jerry might have said—(Build *Alice is not here* in the card holder and have it read.) But Jerry didn’t say that. He said—(Build *She is not here*). Think how the first word begins. Then jump over it and read the rest of the sentence. Sh_____ is not here. What is the new word? *She*, of course. *She* is the word we use for a girl when we do not want to use her name. What would we use for a boy? What does this card say? (Hold up *she*; then show capitalized form.)

Alice liked to make up jingles. Today *she* makes up one which runs all the way through our story. This is the way it begins. (Write *One, two. What can I do?* on the board and have it read several times.) Which words sound alike? Which words rhyme? That is why we call this a jingle. There are words at the ends of lines which rhyme. The next lines of the jingle say—(Write *I can do something. And you can, too.* Have the entire jingle read until reading becomes fluent.)

Now turn quickly to **page 33**. The question the jingle asks is the title of the story. Who is ready to read it?

Page 34. How is Alice going to get across the brook? What is she daring May to do? Stones which are placed in a brook to help you step across are called stepping stones.

The first sentence tells what Alice wants May to do. Who will read it? The next four lines are the jingle. Someone can read the jingle right off. In the next two lines Alice again tells May and Brown Puppy what to do. What does she say? The last two lines tell what happened when they got to the other side. Read and tell what happened.

Pages 35-38. (Have pages read by paragraph units.)

Page 39. For goodness sakes! Where is Alice now? Have you an attic at your house? Each of you may have a turn to tell one thing you see in the attic. Here we go. I'll read the title. It says, "What Did I See?"

(Reread "What Can I Do?" in the usual way.)

Vocabulary enrichment and extension. *Multiple meanings:* When I use this word (write *to* on the board) I might say, "Come to me." Then I would mean come toward me or in my direction. When I want to count I use this word. (Write *two*.) When I use this word (write *too*) I might say, "Alice walked. Jerry walked, *too*." I would mean that Jerry walked also. It's fun to think of different things words may mean!

Confusing words. I hope you took a good picture of this word. What is it? (Write *do Do* on the board and have words read.) Now suppose we play "Watch Me Go." (Write *do, Do, to, two, too*, on the board one at a time, and erase as quickly as written. Have different children tell what was written.)

Activities in auditory and visual discrimination. How many words can you think of that begin like *big*? If I were

to write *book*, would I begin like this? (Write j____.) Or like this? (Write b____.) Or like this? (Write k____.) (Have some child indicate the correct beginning; then write the word *book* to prove to him that he was right.)

Supplementary Activities

1. *Preprimer Workbook*, pages 62, 63, 64.
2. **Bulletin board.** If a projector is available, use the Textfilm for *Open the Door*, Frames 19-21. (See page 445.) Otherwise use the following procedure.
Arrange Reading Readiness Cards 21, 28, 29 alphabetically on the bulletin board. Write the appropriate word under each card in capitalized and lower-case forms. To one side have the following story. Underline the word *house*.

At My House

May said,
 "Come to my house, Alice.
 I have something at my house.
 Something good.
 Something you like.
 Here is my house, Alice.
 Come in, come in."

UNIT 60

Open the Door (pages 39-44)

Materials Needed

Pocket Card Holder	Phrase Cards			
Word Cards:	at the store	I have	I ran	
did she	Here is	I have not	I saw	
he	I can	I like	I walked	
Reading Readiness	I can not	I looked	I want	
Picture Cards				
38, 42, 51				

If a projector is available, use the Textfilm for *Open the Door*, Frames 22-25, before beginning this unit. (See page 445 for directions.)

Procedure

Preparation. I am sure you are anxious to get back to the attic. But you will have to earn your way back. Read the card I show you; use the phrase in a sentence; then see how quickly you can come to your reading group. (Use the phrases listed under Materials Needed as flash cards.)

Developmental reading activities. (Have several small objects such as an eraser, a book, a piece of chalk, etc. on a chair. Pick up one object, look closely at it; then put it behind your back. Repeat several times, and each time ask the same question: *What did I see?* Repeat once more, but this time instead of asking the question, write it on the board.) If you have been listening, I am sure someone can read my question. Good for you, Jack. Who can find the question word? Who can find the new word *did*? Take a good eye picture of *did*. It will play tricks on you if you don't. What does this card say? (Hold up *did*, have it read and matched to the word *did* in the sentence. Then have the card reversed to show the capitalized form.) Now who will read my question again? You had better remember that question because Alice asks it often today.

We found out yesterday that there was another word we could use when we were talking about May. We didn't have to use her name every time. We could say—(Put *she* in the card holder and have it read). Now I am sure if I were talking about Jack, I would not call him *she*. I would say h____. *He*, of course, and here is the word *he*. It begins like *here* and *have*. Watch how it begins. (Put *he* in the card holder, trace the *h*, reverse and trace the *H*.)

I hope you can still read my question. (Have *What did I see?* reread.) I hope you know the question word (indicate *What*) and this word which likes to play tricks (indicate *did*) and this word which we use when we talk about a boy or a man (indicate *he*).

Alice is still making up jingles. Today her jingle starts like this—(Write *I walked and walked. What did I see?* on the board; have sentences read until reading is very fluent.)

Now for a good time with our story! Turn quickly to

page 39 and see if you can find my question. Who will read the title? Why in the world is Alice putting on that big shoe? What do you think she is going to do? Turn quickly and see if we guessed right.

Page 40. I don't wonder you are laughing. What a funny looking Alice! What do you think is the funniest thing about her? How many sentences begin with this word? (Hold up *He*.) The whole page is a jingle. Read it silently two or three times. Read it until you can make your voice jingle, too. (Let two or three children read the page.)

Pages 41-44. (Read by page units.)

Page 45. Can you make out what Alice and Jerry are looking at in this picture? Maybe it is a cap with a hole in it. Anyway, neither of them has a cap. The title of the story is "The Two Caps."

Wasn't it fun to read *I walked and walked*? Suppose each one of us reads a page.

Vocabulary enrichment and extension. *Confusing words:* (Write the two questions *What can I do?* and *What did I see?* on the board and have them read.) Find the word *do*. Now find the word *did*. Now watch as I write the words again. How are they alike? How different? Which one says *do*? Use it in a sentence. Which one says *did*? Use it in a sentence. Take another good eye picture of each word. (Play "Watch Me Go" with *to*, *two*, *too*, *do*, *did*.)

Activities in auditory discrimination. Do you remember the word we use when we talk about a girl or a woman and do not want to use her name? (Write *she* on the board.) Watch how *she* begins. It takes two letters to make the first sound in *she*. (Trace the *sh*.) How many other words can you think of that begin like *she*? Remember Alice's big shoes. If I wanted to write the word *shoes*, would I begin it like this? (Write n____.) Or like this? (Write p____.) Or like this? (Write sh____.) (Have some child indicate the correct beginning, and then write *shoes* to prove to him that he was right.)

Supplementary Activities

1. *Preprimer Workbook*, pages 57, 65, 66.
2. Bulletin board. If a projector is available, use the Text-

film for *Open the Door*, Frames 26-28. (See page 445.) Otherwise use the following procedure.

Arrange Reading Readiness Cards 38, 42, 51 alphabetically on the bulletin board with the appropriate word under each card in both capitalized and lower-case forms. To one side have the following jingle. Underline the word *merry-go-round*.

The Merry-go-round

Come and ride
On the merry-go-round.
Up I go and down.
One, two three.
Do you see me?
Here on the merry-go-round.

UNIT 61

Open the Door (Review of pages 2-44)

Procedure

Reread the first forty-four pages of the book in the usual way.

UNIT 62

Open the Door (pages 45-50)

Materials Needed

Pocket Card Holder	Phrase Cards	
Word Cards	a good brown cap	I want
Cap	a pretty blue cap	in a house
Caps	at the store	She saw
do	Here is	She walked
house	He looked	The Cap
not	I do	The Two Caps
pretty	I do not	You have
Reading Readiness	I have	You like
Picture Cards	I like	You may have
1, 6, 57		

Procedure

Preparation. (Have the following words, arranged according to initial consonants, written on the board: *big, blue, boat, brown, have, he, here, like, little, look, looked, ran, red, ride, said, saw, see, something.*) Since our story is to be about caps, suppose you put on your thinking caps and see how quickly we can send these words away. Who will send away the words which begin like *sit*? (Read each word as you erase it. Have the other groups erased in similar fashion.)

Developmental reading activities. If you remember what our story is to be about, I am sure you can read the title. (Put *The Two Caps* in the card holder and have it read.) Who will read this word (hold up word card *Caps*), match it with the right word in the title, and put it at the top of the card holder as the top step in a word ladder? If someone is very smart, he can tell me why we have this little letter on the word *Caps* (indicate the *s*). If the title looked like this (put *The Cap* in the card holder as you talk), what would it say? How many caps would it mean? Who will read this card, match it, and add it to the word ladder? (Hold up *Cap*.)

I don't know who wants a cap, but whoever he is I am sure he lives—(Put *in a house* in the card holder.) Think how your new word begins. In a h_____! *House*, of course. Who will read the phrase? Who will read this word, match it and add it to the word ladder? (Hold up *house*.)

I am sure if a boy went to the store for a cap, he would be satisfied with—(Put *a good brown cap* in the card holder and have it read). But—(Put *I do not* in the card holder and have it read). I do not think a little girl or her mother would be satisfied with just a good cap. They would want—(Put *a pretty blue cap* in the card holder). Your new word begins like *present*. Think how it begins. Then jump over it and read the rest of the phrase. A pr_____ blue cap. *Pretty*, of course! Who can read this card, match it, and add it to the word ladder? (Hold up *pretty*. Match and add *do* and *not*.) I am sure I could find a pretty blue cap—(Put *at the store* in the card holder and have it read).

How fast can you climb the word ladder?

Here are some sentence beginnings which will help us read smoothly. Can you read them as fast as I can put them in the card holder? (Add the rest of the phrase cards listed under Materials Needed, one at a time.)

Page 45. The first one to find page 45 may read the title.

Page 46. I can tell in a minute who is going to get a new cap, can you? Which cap would you buy for Jerry? I wonder if Mother will agree with you. I see three sentences which begin like this. (Hold up *She saw* and have it read.) Now read the three sentences. I see another sentence which begins like this. (Hold up *I do not* and proceed in similar fashion. Have page read by paragraph units.)

Pages 47-50. (Have pages read by paragraph units.)

Page 51. Do you ever help Mother this way? Where do you think the kitten came from? Who will read the title?

("The Two Caps" may be reread in the usual way.)

Activities in auditory and visual discrimination. How many words can you think of which begin like our question word *what*? If I wanted to write *whisper* on the board would I begin *whisper* like this? (Write wh____.) Or like this? (Write sh____) Or like this? (Write h____.) (Have some pupil indicate the correct beginning; then write the word *whisper* to prove to him that he was right.)

Supplementary Activities

1. *Preprimer Workbook*, pages 67, 68, 69.
2. **Bulletin board.** Use the Textfilm for *Open the Door*, Frames 29-31. (See pages 445-46.) Or arrange Readiness Cards 1, 6, 57 alphabetically on the bulletin board. Write the appropriate word under each card in capitalized and lower-case forms. To one side have this story. Underline *barn*.

In the Big Barn

"Come to the barn," said Jerry.

"Come, Alice, come.

Here is something in the barn.

Look, Alice, look.

Three little kittens in the barn."

UNIT 63

Open the Door (pages 51-56)

Materials Needed

Pocket Card Holder
Phrase Cards

Readiness Picture Cards 5, 13, 23

Come here	I can not	I do not	I said	She did not
Go go go	I did	I have	I saw	You can
Here is .	I did not	I have not	I want	You can not
I can	I do	I like		

Procedure

Preparation. (Have the sentence beginnings listed under Materials Needed in the card holder. Have pupils play "One, Two, Three! How Many for Me?" to measure how well these important sentence beginnings are recognized.)

Developmental reading activities. We had better find out about that little black kitten. Do you suppose she could be a stray kitten who saw the open door and wandered in? Turn quickly to **page 51** so that we can read the title.

Page 52. The dishes are done. Tell me two good reasons why I know. Can you hear what the kitten is saying? What do you think her "meow" means? I hope Alice knows.

The first three sentences tell two things the kitten did. Read to find out. Someone who can find the two things may be the one to read aloud.

I don't believe Alice understands kitten talk very well. What does she say in the next three sentences which makes me think that? Poor little kitten! She can't make Alice understand. So what does she do? Read the last sentence.

Pages 53-56. (Read by paragraph units.)

Page 57. What do you think is happening on this next page? I believe you are right. The family must be going on a vacation. I hope Mother is there. Maybe she just doesn't show in the picture.

What time of day do you think it is? I agree. I believe it is evening. How could you tell the time of day? Isn't

this a pretty picture? Can you find the word *pretty* in the title? Who will read the title? Why do you think the title says *One Pretty Morning* when the picture shows night coming on? I think Jack has a good reason. The family came to the log cabin at night, but the story is going to be about the next morning.

("The Little Kitten" may be reread in the usual way.)

Vocabulary enrichment and extension. *Confusing words:* I hope you will take some good eye pictures today. Remember how carefully we must look at little words. I will write three words on the board for each of you in turn. (Use *in, I, is, at, a, at, and, do, did, down, he, she, my, me*. Give extra attention to words which are causing trouble.)

Activities in auditory discrimination. How many words can you think of which begin like *not*? Today Alice and Jerry went to the *north* woods. I heard a word which will get you started. How many more can you think of? If I wanted to write *north* on the board, would I begin it like this? (Write wh____.) Or like this? (Write n____.) Or like this? (Write t____.) (Have some child indicate the correct way; then write *north* to prove to him that he was right. Replace the number 9 on Sound Chart with *not*.)

Supplementary Activities

1. *Preprimer Workbook*, pages 70, 71, 72.
2. **Bulletin board.** If a projector is available, use the Text-film for *Open the Door*, Frames 32-34. (See page 446.) Otherwise use the following procedure.
Arrange Reading Readiness Cards 5, 13, 23 on the bulletin board in alphabetical order. Under each card write the appropriate word in both capitalized and lower-case forms. To one side have the following story. Underline the word *cat*.

The Mother Cat

"Come here, Jerry," said Alice.

"Come and see the mother cat."

Come and see the kittens.

One big mother cat!

Three little kittens!"

UNIT 64

Open the Door (pages 57-64)

Materials Needed

Pocket Card Holder

Word Cards

What window

Phrase Card: It is

Reading Readiness

Picture Cards 5, 7, 23

Procedure

Preparation. (Have the following words written on the board, grouped according to initial consonants: *come, can, cap, caps, down, do, did, go, good, I, is, in, it, me, my, mother, morning, may, on, one, play, pretty, puppy.*) This is the morning we go to the north woods with Alice and Jerry. How quickly can you send these words away so that we may join them in the cabin? Who will send away all the words which begin like *post*? (Continue in similar manner.)

Developmental reading activities. Of course if you want to find out if it is a pretty morning, the only thing to do is to look out the —(Put *window* in the card holder.) Think of the first sound. What would you look out of? Of course the new word is *window*. It begins like *with* and *want*. What a long word it is! (Trace the *w*.) If you looked out the window at a pretty morning, what would you see?

Now turn quickly to **page 57**. Let's go picture hunting. Show me the pier. The boathouse! A pine tree! The lake! The satchel! The path! The cabin! Who will read the title?

Page 58. Oh, what a sleepy Jerry! What kind of bed is this? How did Jerry get into the upper bunk? I can see two things each of the children brought along to play with. What playthings can you find? I think Alice picked up something which fell from a pine tree. Can you find what I mean? If you stayed all night in this cabin, how would you light the cabin? How does a lantern work? What has Mother done so that Alice and Jerry will not go back to sleep? I see one sign of a pretty morning. Do you?

Before Mother could raise the shade, she had to do something. The first sentence tells us. Read and find out. I see

one sentence which begins like this. (Hold up *It is* and have it read.) I see another sentence which begins like this. (Hold up *What*.) Now read the rest of the page. Find out what Mother said to make the children jump out of bed. She asks them a question. The first one to find the question may read aloud for us.

Pages 59-64. (Have pages read by paragraph units.)

Page 65. The next page makes me think that vacation is over. What has Alice been doing? The title makes me think that Alice wants something else to do. Read and see if the title makes you think so, too.

Choose the north woods picture you like best. Be ready to read the page which goes with the picture.

Vocabulary enrichment and extension. "*Watch Me Go*": (Write *with* on board. Erase immediately. Have some child tell the word. Repeat with *want*, *walked*, *window*.)

Activities in auditory and visual discrimination. How many words can you think of that begin like *window*? If I wanted to write *waves*, would I begin it like this? (Write r____.) Or like this? (Write w____.) Or like this? (Write p____.) (Have some child indicate the correct beginning; then write the word *waves* to prove to him that he was right.)

Supplementary Activities

1. **Preprimer Workbook**, pages 73, 74, 75, 76.
2. **Bulletin board.** Use Textfilm for *Open the Door*, Frames 35-37. (See page 446.) Or arrange Readiness Cards 5, 7, 23 alphabetically with appropriate words under each in capitalized and lower-case forms. To one side have this story:

Cow and Calf

Jerry said,
"Look here, Alice, look here.
Here is a big mother cow.
Here is a little calf.
Look at the calf, Alice."

Alice said,
"Look, Jerry, look.
The calf likes me.
Look at the calf, Jerry."

UNIT 65

Open the Door (pages 65-71)

Materials Needed

Reading Readiness Picture Cards 32, 45, 60

Phrase Cards: You may have

Procedure

Preparation. (Have the following words, arranged according to initial letters, written on the board: *have, he, here, house, walked, want, window, with, down, do, did, said, see, she.*)

We left Alice trying to find out what she wanted. I know what I want. I want to see how quickly you can send away the words on the board. Who will send away a word which begins like *shiver*? (Continue in the same manner.)

Developmental reading activities. Turn quickly to page 65 and read the title. Is Alice really asking the question, or is she just thinking it to herself? How do you know?

Page 66. Can you tell what is going to happen next just from looking at the picture?

Read the page silently. Find out if we were right about what will happen next.

Page 67. There is the best surprise on this page. Mother says this to Alice. (Hold up *You may have* and have it read.) Read silently and find out what Alice may have.

Pages 68-71. (Have pages read in usual way.)

And now another book is finished. Haven't we had a good time with Alice and Jerry? Suppose you choose the picture you like best in this story. Then each of you may read the page which goes with your picture.

Vocabulary enrichment and extension. *Confusing words:* I know you want to see your new books. But you must earn them. You will have to show me what careful eye pictures you have taken of some little words which like to play tricks on us. I will write a word and then erase it. You tell me what I wrote; then use the word in a sentence. (Use *a, and, at, can, do, did, go,*

good, he, I, in, it, is, like, me, my, not, on, saw, see, to, too, two, she, want, with, the.)

Activities in auditory and visual discrimination. Mother was so good to Alice. How many words can you think of which begin like *good*? If I wanted to write *girl* on the board would I begin it like this? (Write ch____.) Or like this? (Write c____.) Or like this? (Write g____.) (Have some child indicate the correct beginning; then write the word *girl* to prove to him that he was right.)

Supplementary Activities

1. **Preprimer Workbook**, pages 77, 78, 79.
2. **Test.** *Preprimer Workbook*, page 80. This page gives an informal test of pupil ability in the automatic recognition of the 67 words introduced in the preprimer vocabulary. Pupils in superior groups should make an almost perfect score. If this is not true, check your teaching with the lesson plans. At this point it will be well to test each child individually with the cards for the 67 words used so far. It will be well also to see if each child recognizes automatically these sentence beginnings: *I want, I like, I have, I have not, I saw, I do, I do not, I can, I see, Do you, I said, It is, What, She is, He is, I did, I did not.*
3. **Bulletin board.** If a projector is available, use the Textfilm for *Open the Door*, Frames 38-40. (See page 446.) Otherwise arrange Reading Readiness Cards 32, 45, 60 alphabetically with appropriate words under each card in both capitalized and lower-case forms. To one side have this story. Underline *teddy bear*.

My Teddy Bear

"Come here, Alice," said Mother.

"Here is something you want.

It is little.

You can play with it.

It is not a puppy.

It is not a kitten."

"What is it?" said Alice.

"Come and see," said Mother.

Alice saw a teddy bear.

IV. UNIT PLANS FOR THE FOURTH PREPRIMER

HIGH ON A HILL

UNIT 66

High on a Hill (pages 2-9)

Materials Needed

Pocket Card Holder

Word Cards: got green home man name went

If a projector is available, use the Textfilm for *High on a Hill*, Frames 1-11, before beginning this unit. (See page 447.)

Procedure

Preparation. You have no idea what is going to happen to Alice today. Jip is going to play a trick and do something very, very funny. But we will need several new words before we can read the story.

Developmental reading activities. One day Mother wanted Alice. Jerry went to find her. She was at May's house. Jerry said—(Write *Come h*____, *Alice* on the board. Have some child who discovers that the initial consonant *h* suggests *home* read the sentence.) Of course our new word will be *home*. Watch while I finish the word. (Trace the *h* and finish writing *home*.) Now what does this card say? (Hold up *home*, have some child read; then put the card in the card holder as the top step of a word ladder.)

Alice had a new dress on that morning. It was not red, blue, or white. It was this color. (Write *g*____ and have some child suggest *green*. Complete the word as suggested for *home*. Have word card *green* read and added to word ladder.)

When Alice got home, she saw someone sitting by the window. It was not a girl or boy. It was not a woman. It was a—(Write *m*____ and have some child suggest *man*. Complete the word and add the word card *man* to the word ladder.)

The moment the man saw Alice, he did not stay in his chair. Instead—(Write *He g*____ *up*, have some child sug-

gest *got* and read the phrase. Complete the word; then add the word card *got* to the word ladder.)

He asked Alice a question and this is her answer. (Write *My n_____ is Alice*; proceed in the same fashion with *name*.)

After a while—(Write *The man w_____ away*. Have children suggest *went*. Complete word and add word card *went* to ladder).

Now if each of you can climb the word ladder, we are ready for our new book.

Do you remember the hilltop where Alice and Jerry and May played boat and train and airplane? It was their favorite place to play. Maybe they chose the title for our new book. Anyway the title is *High on a Hill*. Maybe it will be your favorite book. Can you find the title and read it for us? What are all the children on the cover doing? Turn quickly to the title page. Who will find the title and read it once again? What are the children in the small picture doing?

Pages 2-3. Now open your books to page 2. I hope that someone will be able to tell me what that is fastened to the tree. Have you ever had a swing in a hammock?

Read the title and the first four lines on page 3. Alice is calling someone. Who will be Alice and call Jip?

I wonder if Jip came. Read the next line and find out.

Of course Alice started to look for Jip. Read the next five lines and find where she looked.

Now she uses our new word (indicate *home*) as she calls. What does she say?

Does Jip come this time? Read the last line and see.

Pages 4-9. (Continue to have pages read by paragraph units.)

Wasn't this a good story? How many readers will we need if each reader is to read a page?

Activities in auditory and visual discrimination. Let's have some fun. Turn quickly to page 2. How quickly can you find something in the picture which begins like this? (Write h_____ on the board for *hammock*. Continue with t_____ for *tree*, f_____ for *fence*, g_____ for *girl*, etc.)

Supplementary Activities

1. **Independent reading.** Have pupils read individually or in groups pages 2-9 in the preprimer *Rides and Slides*.

2. **Bulletin board.** If a projector is available, use the Text-film for *High on a Hill*, Frames 12-14. (See page 447.) Otherwise write the following story on the bulletin board. How many children in superior groups can use story recall plus initial consonants to unlock the new words?

On the Green Hill

Alice ran up on a green hill.

She looked up at the sun.

She looked up at the green trees.

She looked up at the birds.

She saw two little squirrels.

UNIT 67

High on a Hill (pages 10-16)

Materials Needed

Pocket Card Holder

Phrase Card

Word Cards: going this yes

A Morning Ride

Procedure

Preparation. Yesterday Jip surprised Alice. Today Father is going to surprise Jerry. Let's see how quickly we can work out the new words together.

Developmental reading activities. Father had a new car, and Alice was going for a ride. Jerry came flying into the house and said to Mother—(Write *Alice is going with Father* on the board). Suppose we look at the new word for a moment. Do you see a little word in the big word? (Draw a line under *go* in *going*.) Now think what Jerry would say. Alice is go_____ with Father. *Going*, of course! Now what does this word card say? (Hold up *going*, have it read and placed in the card holder as the first step of a word ladder.)

Then Jerry said, "May I go, too?" Mother wanted Jerry to go, so she said—(Write *Yes, Jerry* on the board.) Think what Mother would say. Then you will know the new word. (After the phrase is read, show word card *Yes*; reverse and show *yes*; then have card read and added to ladder.)

Father stopped to call on a man he knew. The man had never seen Alice and Jerry before. So Father pointed to Alice and said—(Write *This is Alice*). The new word begins like *The*. But Father would not say, "*The* is Alice." He would say—*This* of course. Then Father said—(Write *This is Jerry* and have it read). Then the man said, "Come in. I live—(Write *in this house* and have it read. Show the word card *this* in both capitalized and lower-case forms; have it read and added to the word ladder.)

I think the surprise has something to do with a—(Write *Ride* and have it read). There is a word in the story title which tells the time of the ride. Read the title and tell us the time. (Hold up *A Morning Ride* and have it read.)

Now if you can climb our word ladder, we will be ready for our story. Learn how to help yourselves. If you do not know a word, read the sentence on the board in which you see the word. The sentence will help you.

Pages 10-16. (From this point on, detailed questions on each page of the text will be omitted. It is assumed that procedure will be similar to that used in the other preprimers.)

Vocabulary enrichment and extension. *Confusing words:* Let's take some careful word pictures this morning. (Write *house* and *home* on the board and have them read.) How are these two words alike? How different? (Play "Watch Me Go" with the two words until recognition becomes automatic.)

Are you ready to take another picture? (Write *go*, *going* on the board and have them read. Then have each word used in a sentence. Call attention to the little word in *going*.)

I hope your sharp eyes are working. (Write *The*, *Three*, and *This* in one row; *the*, *three*, *this* in another. Have the words read and used in sentences. Stress the idea that *This* is the word Father used when he pointed to Alice, until the word becomes a little more familiar. Play "Watch Me Go" with the words until recognition becomes automatic.)

Now this is the hardest picture of all to take. (Write *I want to go* and *I went with Father* on the board and have the sentences read. Write *want* and *went*, call attention to the likenesses and differences, and then play "Watch Me Go.")

Activities in auditory and visual discrimination. Suppose

we have some fun with the picture on page 15. Suppose you go hunting. Find something which begins like this. (Write f_____ for *Father*; fence. Continue with s_____ for *silo*, etc.)

Supplementary Activities

1. **Independent reading.** *Rides and Slides*, pages 29-41.
2. **Bulletin board.** Use Textfilm for *High on a Hill*, Frames 15-17. (See page 448.) Or write this story on bulletin board:

A Morning Ride

Jerry went up the road.
 He went down the road.
 He went in at the gate.
 He went up to the house.
 "I like to ride," said Jerry.
 "I like to ride a big brown horse."

UNIT 68

High on a Hill (pages 17-22)

Materials Needed

Pocket Card Holder

Word Cards	going	green	home	name	went
	got	had	man	this (2)	yes

(Give children many simple experiences with shadows before beginning this story. Let them discover for themselves that shadows change in length, that they are short when the sun is high in the sky, long when the sun is low. Have them discover that when they walk out of direct sunlight, sun shadows disappear. Have them measure their morning, noon, and afternoon shadows. Have them try to "lose" their shadows.)

Procedure

Preparation. (Have the following sentences written on the board and underline the indicated words.)

My name is Alice.

Jerry went with Father.

The man is going home.

Yes, you may go.

See this puppy.

This is my puppy.

My cap is green.

I got on the train.

Who will start us off this morning by reading the first sentence? Now find the word card on this chair that is the underlined word in your sentence. Read the card and put it in the card holder to form the first step of a word ladder. (Continue in the same way until all the sentences have been read and the word cards for all new words in this preprimer so far have been added to ladder. Erase all sentences.)

Developmental reading activities. Wasn't it fun playing with our shadows? May is having fun, too. She went out early in the morning. I won't tell you about her dress. But— (Write *She h_____ on a little red cap* on the board.) She h_____ on a little red cap. Put on your thinking caps. What will our new word be? *Had*, of course. Watch me finish the word *had*. (Trace the *h* and finish the word.) What does this card say? (Hold up *had* and have it read and added to the word ladder.) Now let's see how quickly we can climb the word ladder. If you forget our new word, use this sentence to help you out. (Indicate the sentence still on the board.)

Pages 17-22. (When page 18 is reached, teach the reading of the two-line sentence in the following way):

Now suppose you show me what sharp eyes you have. Remember that a sentence can end with either a period (make one on board) or a question mark (make one on board). All the sentences we have had so far have been one line long. Today we have a two-line sentence. The period doesn't come until the end of the second line. Can you find the two-line sentence? When we read a two-line sentence we read it as if it were all on one line. Who will read that sentence? The rest of us will listen to see if it sounds as if it were all on one line. (Have *It looked something like May* read several times.)

Vocabulary enrichment and extension. *Confusing words:* Are all of you ready to take some extra good eye pictures this morning? (Pick up a book and hold it in your hand as you write *I have a book* on the board. Have the sentence read. Then give the book to someone in the class.) I do not have a book now. But *I had a book*. (Write *I had a book* on the board as you say the sentence. Look at the child to whom you gave the book. Then write *You have a book* and have it

read. Take the book from the child and write *You had a book* and have it read. Erase sentences from board and write *have* and *had*. Have children discover how they are alike and how different. Then play "Watch Me Go" until recognition becomes fairly automatic. Review procedure of the day before with *I want to go* and *I went with Father* and the words *went* and *want*.)

Activities in auditory and visual discrimination. Suppose we go hunting on page 19. I see something which begins like this. (Write sh_____ and have the children suggest *shadow*. Continue with f_____ for *flowers*, etc.)

Supplementary Activities

1. **Independent reading.** *Rides and Slides*, pages 17-28.
2. **Bulletin board.** If a projector is available, use the Text-film for *High on a Hill*, Frames 18-20. (See page 448.) Otherwise write the following story on the bulletin board:

In the Barn

May ran home to the barn.

She ran in at the door.

She did not see the sun.

She did not see the shadow.

"Good, good!" said May.

"My shadow can not come in here."

UNIT 69

High on a Hill (pages 23-31)

Materials Needed

Pocket Card Holder

Word Cards

a	had	I	me
and	have	in	morning
at	he	is	my
did	home	it	name
do	house	man	not

Phrase Cards

He got	I do not
He is going	I have
He went	I have not
I can	She had
I can not	She saw
I did	She went

Procedure

Preparation. (Have the phrase cards listed under Materials Needed in the card holder.) Reading is so much easier when we know how sentences begin. Each of you may choose one sentence beginning from the card holder, and use it in a sentence. See how quickly we can clear the card holder.

Developmental reading activities. We left Alice on the floor with her toys. You remember that she had stopped playing. We thought she was listening or talking to someone. Turn quickly to page 23 so that we can find out who it is.

Pages 23-31. (Read by paragraph units in usual way.)

Vocabulary enrichment and extension. *Word associations:* Suppose we let each girl choose the trimming she would like for a new hat. Then the boys may be judges. Which hat will be the prettiest?

"Stoop": Suppose we play a new game today. You may all stand by your chairs. I will show each of you a word. If you cannot read the word I show you, you must stoop. I hope no one will be caught. (Use the word cards listed under Materials Needed.)

Activities in auditory and visual discrimination. Suppose we go hunting on page 29. I see something which begins like this. (Write ch_____ for *chair*. Continue with sh_____ for *showcase*, h_____ for *hats*, g_____ for *girl, glass, etc.*)

Supplementary Activities

1. **Independent reading.** *Rides and Slides*, pages 42-47.
2. **Bulletin board.** If a projector is available, use the Text-film for *High on a Hill*, Frames 21-23. (See page 448.) Otherwise write the following story on the board:

The Pretty Hat

Alice had a pretty hat.
The hat had two red roses.
It had three pretty bows.
It had a pretty butterfly.
Alice got the hat at the store.

UNIT 70

High on a Hill (pages 32-40)

Materials Needed

Word Cards

a	had	it	on	see	want	yes
going	have	like	said	the	went	you
Good-by	is	looked	saw	this	with	

Procedure

Preparation. There are certain words we are sure to see almost every time we open books. Here are some of them. I will give each of you a card as you come to the reading group. Read it as I give it to you. (Use all the cards indicated under Materials Needed except *good-by*. When group is assembled, have some child who needs practice in sight vocabulary read as he collects the cards.)

Developmental reading activities. If you know what you say to Mother when you leave for school in the morning and if you can read this word (Put *Good-by* in holder), we can find out what happens to Jerry.

Pages 32-40. (When line 8, page 38, is reached, teach the reading of a comma as follows): Suppose you give me a turn to read. (Exaggerate the comma pause after *my* just a little.) Do you see the little mark after *my* in the sentence I read? Put your finger on it. We call that mark a comma. It tells us to pause just a little. (Read the sentence again. Then have some child read.) I am sure that is the way Jerry talked.

Word endings: You are growing day by day, growing taller and growing to be such good readers. Words like to grow, too. Some of them will grow for you this morning. What is this word? (Write *come* and have it read and used in a sentence.) Now watch. (Write *comes* and repeat procedure. Continue with *jump*, *jumps*, *like*, *likes*, *play*, *plays*, *want*, *wants*, *ride*, *rides*, *see*, *sees*.) Sometimes words grow in different ways. (Write *go* on the board, have it read and used in a sentence. Follow with *going*. Draw a short line under the *ing* and tell children that this word ending says *ing*. Then proceed with *jump*, *jumping*, *do*, *doing*, *look*, *looking*, *play*, *playing*, etc.)

Activities in auditory and visual discrimination. How many words can you think of which begin like *pilot*? If I wanted to write *pilot* would I begin it like this? (Write p——.) Or like this? (Write ch——.) Or like this? (Write sh——.) (Have some child choose the right beginning; then write *pilot* to prove to him that he was right.)

Supplementary Activities

1. **Independent reading.** *Rides and Slides*, pages 10-16.
2. **Bulletin board.** If a projector is available, use the Text-film for *High on a Hill*, Frames 24-26. (See page 448.) Otherwise write the following story:

The Airplane Ride

Jerry had a ride.
 He had a ride with a pilot.
 He looked up and saw the sun.
 He looked up and saw the clouds.
 He looked down and saw the trees.
 What a good ride he had!

UNIT 7I

High on a Hill (pages 41-47)

Materials Needed

Word Cards

airplane down little
 Alice Father Mother
 big green puppy
 blue Jerry red
 boat Jip train
 brown kittens up

Phrase Cards

He looked I have I want
 He said I like She ran
 I did I saw She went
 I do not It is You can
 I had I walked

Pocket Card Holder

Procedure

Preparation. (Have the word cards listed under Materials Needed on a convenient chair.) Find all the color words, read them, and put them in a row in the card holder. Find the names of characters in our stories. The names of three things in which we can ride! Two words which tell direc-

tions in which we can go! Two words which tell the size of things! The names of two animals! (Have some child who needs help in sight vocabulary play "One, Two, Three! How Many for Me?" as he collects the cards from holder.)

Developmental reading activities. This is the day when we are going with May to spend her money. Turn quickly to **page 41**. Look carefully at the little picture at the end of line 5. Can you tell how much money May found? Yes, a penny. Maybe you think May was the first one to see that penny. Read and see if you change your mind.

Pages 42-47. (Read by paragraph units.)

Vocabulary enrichment and extension. Suppose we play "Stoop" with these sentence beginnings. I hope you will all be standing as straight as soldiers when the game is over. (Use the phrase cards listed under Materials Needed.)

Activities in auditory and visual discrimination. How many words can you think of which begin like *bakery*? If I wanted to write *bakery*, would I begin it like this? (Write b____.) Or like this? (Write n____.) Or like this? (Write m____.) (Have some child choose the right beginning; then write *bakery* to prove to him that he was right.)

Supplementary Activities

1. **Independent reading.** Have pupils work together in one or two groups. Reread *Rides and Slides*; then have different children choose different stories to be read to other groups in the room who have not read this preprimer.
2. **Bulletin board.** Use the Textfilm for *High on a Hill*, Frames 27-29. (See page 448.) Or write this story:

The Penny

Mother saw a penny.
 "Come here, May," she said.
 "I see something good.
 I see something brown."
 "Mother, Mother," said May.
 "May I have the penny?
 I saw a rabbit at the store.
 I want a little brown rabbit."
 "You may have the penny," said Mother.

Diagnosis of Pupil Growth

(Upon the completion of *High on a Hill*
and the Preprimer Program)

1. Are pupils having a thoroughly good time in learning to read as evidenced by remarks such as, "That's the best story yet!" "Aren't we going to read this morning?"
2. Can they enter in the spirit of a story so that the characters and occurrences seem real to them as they read?
3. Have they formed the habit of reading to find out? Do they understand that context can give information which pictures cannot?
4. Can they reason through the occurrences of a story so that they can predict what is likely to happen next? In story recall can they follow a series of events in logical order?
5. Are they growing in confident, independent reading of longer units of materials?
6. Are pupils applying reading ability in the activities of the school day—reading signs, bulletin boards, etc.?
7. Do they know the seventy-eight words in the preprimer vocabulary so well that they can apply this sight vocabulary to new context with ease and confidence?
8. Has their ability in auditory and visual perception grown to the point that they can hear and see that certain words begin with identical sounds?
9. Are they growing in ability to use picture clues and context clues in unlocking new words? Are they growing in ability to combine initial consonant clues with picture and context clues for the same purpose?
10. Has the habit of reading silently before reading orally been well established?
11. Is oral reading fluent and expressive?
12. Do you, the teacher, understand the needs of each pupil? Are you doing something each day to meet these needs instead of rushing on to new text material?
13. Have you a sense of satisfactory accomplishment? Are you confident that the groundwork has been laid for successful reading development for each child?
14. Are you having a good time also?

Program for Average Group

I. UNIT PLANS FOR THE FIRST PREPRIMER

SKIP ALONG

UNIT I

Introduction to *Skip Along*

Materials Needed

Pocket Card Holder

Big Pictures 1-2

Word Cards

Alice Jerry

If a projector is available, use the Textfilm for *Skip Along*, Frames 1-8 before beginning this unit. See pages 437-38 for directions for using the Textfilm.

Procedure

Identifying names with characters; Initiating left-to-right word scanning. (Have Big Picture 1 fastened to the holder.) All through *Here We Go* you have been having fun with Alice. Do you see her any place this morning? How do you know that this is Alice? (Identify hair as distinguishing characteristic.) It is about time you learned to read her name. Here it is. (Put word card *Alice* under picture.) Suppose you each read her name.

Watch how *Alice* begins. (Trace the *A*.) What word am I going to write? (Write A_____ on the board in large manuscript writing; pause until pupils suggest *Alice*; then complete word. Do not mention name of letter. Repeat procedure; move word card to side of card holder; then turn picture card to show Jerry.)

Here is another friend. How do you know that it is Jerry? He needs a name and here it is. (Add word card *Jerry* and have each child read.)

Watch how *Jerry* begins. (Trace the *J* and call attention to the twin letters. Do not mention name of letters. Repeat board procedure suggested for *Alice*.)

Developing observation; Enriching meaning of words *Alice* and *Jerry*. (Hold up word card *Alice*.) When I see the word *Alice*, I think of Alice's blue eyes. How many things do you remember from the Big Picture? (Have children recall pink dress, picnic basket, etc. Show Big Picture 1 to check for further details. Repeat procedure for word card *Jerry*.)

Establishing sight vocabulary. (Put the two word cards in card holder.) Bring me the name of the boy. Of the girl! (Reverse order of cards continually. Have each child read both cards.)

Extending the child's speaking vocabulary. We will soon be reading in a new book. Alice and Jerry are the *characters* in the book. They are the people who do things in the story.

Supplementary Activities

- 1. *Preprimer Workbook*, page 1. In all workbook activities be sure directions are understood.
- 2. **Illustration.** Have each pupil draw a picture of Alice and Jerry.

UNIT 2

Introduction to pages 4-5, *Skip Along*

Materials Needed

Pocket Card Holder	Sentence Cards
Big Picture 3	Come Jerry
Word Cards	Come Jerry come
Alice Jerry	Look Jerry
Come look	Look Jerry look

Procedure

Vocabulary recall. I hope you remember the characters, the children we saw in the pictures yesterday. (Hold up the word card *Alice*, then *Jerry*. Reverse order of cards continually. Have each child read both cards.)

Introducing printed symbols and their meanings; Building the habit of left-to-right word scanning. I might ask you to come to the reading group this morning. But I will tell you in

a different way. This word says *Come* (Hold up *Come*.) You may do what it says, Mary. What did it tell you to do? (Repeat with each member of group.)

Now that you know what this word means, let's see how *Come* begins. Sometimes *Come* begins with a big or capital letter. (Trace the C.) Sometimes it begins with a small letter. (Reverse card and trace c.) But it always says *come*. What word am I going to write? (Write C_____ on board; pause until some pupil suggests *Come*; then complete word. Do not mention name of letter. Repeat procedure for *come*, *Alice*, *Jerry*.)

Before many minutes you will see another picture. Of course you will want to *look*. (Hold up *look* as you say the word.) Suppose you look at the ceiling. What did you see? At the floor! Out the window!

Watch how *look* begins. Sometimes with a small letter! (Trace the l.) Sometimes with a large or capital letter! (Reverse card and trace L.) But it always says *look*. I wonder what word I will write now. (With the four words introduced so far, repeat procedure outlined for *Come*.)

Developing observation. Show me how well you can (hold up *look*) at this picture. (Fasten Big Picture 3 to card holder. Allow time for discussion of what is happening and for identification of details. Have children guess at what Alice is pointing.)

Using new vocabulary in meaningful context. Pictures tell us many things. But they can't tell us what people or characters are saying. Words can. That is why I like words.

The minute Alice saw that interesting something on the pond she told Jerry to—(Put *Come* in the card holder and have each child read.) He didn't come fast enough. So she called—(Add *Come Jerry*.) I know Alice is talking because she uses Jerry's name. Still Jerry didn't come. So she called—(Add *Come Jerry come*. Have several children read all that Alice said.)

When Jerry got to the pond, Alice said—(Add *Look*, then *Look Jerry*, then *Look Jerry look*. Stress the idea that the use of the word *Jerry* makes it clear that Alice is talking.)

Maybe tomorrow we will find out what Alice really sees in the pond.

Establishing sight vocabulary. (Place all sentence cards on a convenient chair, blank side up.) Do you like surprises? These

cards will be the surprises. Suppose you earn your way to your seats. You may go if you can take a surprise and read it for us.

Supplementary Activity

Preprimer Workbook, page 2.

UNIT 3

Introduction to pages 6-8, *Skip Along*

Materials Needed

Pocket Card Holder	Phrase and Sentence Cards
Big Pictures 3-4	Alice Alice See the
Word Cards	Come and look Alice and Jerry
Alice Come Look	Look Alice
and Jerry See	Rebus Cards
	bird ducks rabbit squirrels

Procedure

Vocabulary recall. I hope John knows what this word means. (Hold up *Come*. Have John carry out direction by coming to reading group.) Why did you come up here, John? (Have the rest of the group assemble in similar way.)

(Have Big Picture 3 attached to card holder.) Here is our picture. I hope you will do what this word tells you to do. (Hold up *Look*.) Why are you looking at the picture, Jean? (Use *Come* and *Look* as flash cards. Reverse order of cards continually.)

Introducing printed symbols and their meanings. When I look at this picture, I see *Alice and Jerry*. (Put the phrase card *Alice and Jerry* in the card holder as you say the words.) Show me where it says *Alice* on this new card. *Jerry!* This word (indicate *and*) is the joining word. It says *and*. Watch how *and* begins. (Trace the *a*.) Who will join Alice's and Jerry's names together and read the new card?

Alice wants Jerry to—(Hold up *Come*.) She wants him to—(Hold up *look*.) So she uses the joining word. (Hold up *and*.) She tells him to—(Put *Come and look* in the card holder to be

read several times.) Show me the word *Come*. The word *look*! Find the joining word two times. What does this word say? (Hold up *and*.) Learn to help yourselves. If you forget the joining word when it is all by itself, think of this card. (Indicate *Alice and Jerry*.) Then you will remember *and*.

Now for the big secret. What *did* Alice see on the pond? (Turn picture card to show Big Picture 4.) Ducks, of course! The minute Jerry saw them he said, "See the ducks." (Use phrase and rebus cards to build *See the ducks*. Have each child read. Then remove all cards.)

Using new vocabulary in meaningful context. The minute Jerry reached the pond, he began to talk. I know it is he talking because he uses Alice's name. He said—(Add *Alice Alice, Come and look, Look Alice, See the ducks* one at a time. Have everything Jerry said reread several times.)

Establishing sight vocabulary; Building habit of left-to-right word scanning. Alice and Jerry saw other things on their picnic. Alice looked up into a tree and called—(Build *See the bird*.) Then she said—(Substitute *squirrels* for *bird*.) Jerry was looking in the long grass. He said—(Substitute *rabbit* for *squirrels*. Remove all cards from card holder.)

Some boys came by. One boy said, "See Alice." (Use word cards to build *See Alice*.) Show me the word *See*. Watch how *See* begins. (Trace the *S* and have the sentence read several times.) The other boy said—(Substitute *Jerry* for *Alice*.)

I wonder what word I will write now. (Write *S*—, pause to allow some child to suggest *See*, and then complete word. Use similar technique for *see, Alice, Jerry, come, look*.)

The next time we read there will be a grand big surprise.

Supplementary Activities

1. *Preprimer Workbook*, page 3.
2. **Scrapbook.** Have a scrapbook page ready for each child. Each page should have a sentence written in manuscript writing at the bottom, for example: See the (rebus *birds*). Have children cut pictures from old magazines to complete pages.

UNIT 4

Skip Along (pages 2-8)

Materials Needed

Pocket Card Holder

Phrase Card

Alice and Jerry

Word Cards

Alice Come Look

and Jerry See

Procedure

Vocabulary recall; Building the habit of left-to-right word scanning. What did the boy say when he saw Alice? (Have some child suggest "*See Alice.*") What word will I write? (Write S____, pause for suggestion *See*, and then complete word. Have some child find *See* among the cards on a convenient chair, read it, and put it in the card holder. Repeat with *Come, Look, Alice, Jerry.*)

Who will join Alice's and Jerry's names together? (Hold up *Alice and Jerry.*) Then you know the joining word. (Hold up *and*; then add it to words in card holder.)

Bring me the name of the girl. Of the boy! Two things you can do with your eyes! The joining word! The last word, and tell what it says!

Reading from *Skip Along*; Following pictured events in sequence; Predicting outcomes. Now for the big surprise! A new book, and its name or title is *Skip Along*! (Run your hand under the title as you say the words.) In *Here We Go* you learned how to hold books, to count, to turn pages, and to find page numbers. So you are ready to skip through this new book. (Be sure to care for needs of any child who has not had designated experiences. See Guidebook for *Here We Go.*) Suppose we skip along to the first page.

Title page. This is the title page, and the name or title of our book is up here. (Run your hand under title.) Who will read it for us? Who is skipping along in the picture?

Page 2. How can you tell from the picture that this is Alice? I see something else which makes me know that this is Alice. Good for you. You see her name. Who will read it?

Page 3. How can you tell from the picture that this is Jerry? In what other way do you know? It won't be long before the picnic lunch is gone. What will happen then? Turn quickly to see if your guesses are right.

Page 4. What has happened since the last picture? Why is Alice pulling Jerry? I wish I knew what she is saying. The picture can't tell, but the words can. Who will read and tell me?

Page 5. What is the next thing that happened? What is Alice saying as she points? If Alice is pointing at the ducks, what do you expect to see in the next picture? Turn quickly and see if you are right.

Page 6. Have you seen this picture before? Who is talking in the first sentence? How do you know? What does she say? In the next sentence she asks Jerry to do two things. What does she ask him to do? What is the joining word? (Hold up *and*.)

Page 7. What has happened since the last picture? How many ducks do you see? Read the whole page silently: that is, with your eyes. Now who will read aloud and talk like Alice?

If you wanted the ducks to come up closer, what might you do? I wonder if Alice and Jerry will feed them. Turn quickly and see.

Page 8. Were we right? How many ducks do you see now? Are six ducks more than three ducks? Where were these other ducks in the picture on page 7? Do you remember anything Jerry had for lunch which he might be feeding to the ducks?

I know who is talking in the first sentence. How do I know? Read the first two sentences silently. Now read them aloud and tell us what Jerry said to Alice. Read the rest of the page silently. Now tell us what else Jerry said to Alice.

If there were a pond near your house with ducks on it friendly enough to eat from your hand, what might you do from this time on?

Page 9. I see you looking at the next page. What will our next story be about? Won't it be fun to read about a puppy! His name is *Jip*. If you are very, very smart, you can find his name and read it for us.

Oral reading in an audience situation. How many pages were in our story? Count and see. How many children will we need if each child is to read one page? (Choose best readers for this initial rereading. Have rest of group close books to listen.)

Supplementary Activities

1. **Illustration.** Have pupils draw pictures of good times at a park or on a picnic.
2. **Clay modeling.** Have ducks modeled from clay.

UNIT 5

(To follow pages 2-8, *Skip Along*)

DO NOT OMIT THIS UNIT

If a projector is available, use the Textfilm for *Skip Along*, Frames 9-10. (See page 438 for directions.) Otherwise use the following procedure.

Materials Needed

Pocket Card Holder

Word Cards

Alice Jerry The
and look
come see

Phrase and Sentence Cards

Come and look Look Alice look
Come Alice come See the
Look Alice

Rebus Cards: airplane (2)

Procedure

Developing ability to hear initial consonant sound *d*. Alice forgot her *doll* when she saw the *ducks*. Listen as I say *doll* and *duck*. Say them with me. My ears tell me that they begin alike. They begin with the same sound. Jerry fed the *ducks* a *doughnut*. Did you hear another word which begins like *duck*? There is a boy in this group whose name begins like *duck*. Don't let me catch you. *Duck-John*! Is John the boy? Of course not! *Duck-Don*! Is Don the boy? (KEEP PERSISTENTLY AT WORK TO DEVELOP ABILITY TO HEAR BEGINNING SOUNDS.)

Applying known vocabulary in new context. One day Jerry saw something very exciting. He called Alice and said—(Put *Come Alice come* in the card holder.) Then he said—(Add *Come*

and look, Look Alice, See the [rebus] airplane, Look Alice look.)

Developing understanding of significance of title. Our story needs a name or title. What is the story about? An airplane, of course. So we will make the title say *The Airplane*. (Use word and rebus card to build title. Have title and entire story reread.)

Establishing sight vocabulary; Building habit of left-to-right word scanning. What word do I want to write? (Repeat techniques, used in previous units, with *Alice, Jerry, come, look, see, and*. Call attention to difference between manuscript and printed *a* in *and*.)

You may go to your seats when you can whisper to me a word which begins like *duck*.

Supplementary Activity

Illustration. Have pupils draw an illustration for the airplane story.

UNIT 6

Introduction to pages 9-II, *Skip Along*

Materials Needed

Pocket Card Holder	Sentence Cards	
Big Pictures 24 and 5	Alice Alice	Jip Jip Jip
Word Cards	Come and see Jip	Look here Jip
Alice here Look	Come and see	Look Alice look
and Jerry see	Come here	See Jip
Come Jip		

Procedure

Developing ability to observe and interpret picture details; Introducing printed symbols and their meanings. (Have Big Pictures 24 and 5 fastened to card holder, 24 on top of 5.) Here is a poor puppy without a name. Who can find his name among the cards on this chair, read it, and then put it under the picture? Jip is alone and not very happy looking. Can you think of something which might cheer him up? Let's see if he does find someone to play with him.

(Remove Big Picture 24. Allow time for discussion of Big Picture 5. Lead children to see that Jerry's coat and cap suggest that he may have been to the store. Maybe he bought the box. Have pupils guess what is in it.) I can tell what Jerry is saying to Jip. He is saying, "Come here." (Put *Come here* in card holder as you say the words.) Who can find *Come* on this new card? The new word *here*? Watch how *here* begins. (Hold up word card *here* and trace *h*. Reverse and trace *H*.) Read again what Jerry said.

Establishing sight vocabulary; Developing habit of left-to-right word scanning. We need to look at new words carefully. What word do I want to write? (Write *h*_____ and proceed in usual way. Repeat with *H*_____.)

Watch while I write *Jip*. Watch while I write *Jerry*. What do you notice? Yes, they begin alike, but the rest of each word is very different. If you see this (trace *Ji* in *Jip*; then write *Ji*_____ in another place on the board), you know that I want to write— (pause for pupils to suggest *Jip*; then complete word. Repeat procedure with *Je* for *Jerry*.)

Extending meaning of *here*. Don, please do what this card tells you to do. (Hold up *Come here*.) (Give card to Don; have him go to door, window, etc., hold up the card, and indicate some child who is to carry out the direction. Continue until idea is clear that *here* means different places, depending upon where the speaker is.)

Using new vocabulary in meaningful context. Now let's see what Jerry said to Jip. First he calls him this way. (Put *Jip Jip Jip, Come here* in card holder.) He wanted Jip to see the box. So he said—(Add *Look here Jip*.)

Jerry wanted Alice to enjoy the fun. So he said—(Add *Alice Alice, See Jip, Come and see, Come and see Jip, Look Alice look*.)

(On a convenient chair, put all the word cards listed above.) Is there a surprise in the box for Jip? Anyway there is a surprise on this chair for you. If you can take a surprise and read it, you may go to your seat.

Supplementary Activities

1. *Preprimer Workbook*, page 4.

2. **Bulletin board.** On the bulletin board have the following sentences in large manuscript writing.

Come here

Come and see

Look, look, look!

Have a surprise in a small box attached to bulletin board.

Encourage children always to read the bulletin board.

UNIT 7

Introduction to page 12, *Skip Along*

Materials Needed

Pocket Card Holder

Big Pictures 5-6

Word Cards

Come Here

Go

Rebus Card

jack-in-the-box

Phrase and Sentence Cards

Come here

Come here Jip

Go go go

Go Jip

Here Jip

Here Jip here

Look Alice

See Jip go

See the

Procedure

Developing ability to observe and interpret picture details; Introducing printed symbols and their meanings. How quickly can you do what this says? (Hold up *Come here*.)

(Have Big Picture 5 fastened to card holder.) I'll tell you a secret. Jerry wanted to tease Jip because Jip was always nosing around things which did not belong to him. Jerry had the lock fixed so that the box opened easily. He wanted Jip to come closer and closer. So he said—(Put *Come here Jip* in card holder.) Remember, *here* sometimes begins with a capital letter. Then it looks like this. (Add *Here*.) Jerry points down at the box and says—(Add *Here Jip*, *Here Jip here*.) At last Jip's nose touches the lock and — !

(Turn picture card to show Big Picture 6. Allow time for enjoyment of jack-in-box and discussion of how it works.) How can you tell that Jip is surprised and a bit frightened? How do Alice and Jerry feel?

Just as Jack popped out of the box, Jerry said—(Build *See the [rebus] jack-in-the-box*.) But by this time Jip had started

to *go*. (Put *Go* in the card holder.) Watch how *Go* begins. Notice the little round letter. (Trace *G*; reverse card and trace *g*.) Jerry hurries Jip along by saying—(Add *Go Jip, Go go go*.) He wants Alice to enjoy the fun. So he says—(Add *Look Alice, See Jip go*.)

Establishing sight vocabulary; Building habit of left-to-right word scanning. I can finish these words as fast as Jip can go if you will tell me what words I want to write. (Write *G*_____ for *Go*; proceed in usual way; use *Ji*_____ for *Jip*, *Je*_____ for *Jerry*.)

Extending meaning of *come* and *go*. (Hold up *Come* and have some child carry out direction by coming to front of group. Hold up *Go* and have him return to his chair.) When we *come*, we do something very different from what we do when we *go*. In *Here We Go* we found out through pictures that *Come* and *Go* were _____. Now we know that *Come* and *Go* are words with opposite meanings.

You may go to your seat if you can take a card from the card holder, read it, and then put it on this chair. Can we make the cards go as fast as Jip went?

Supplementary Activities

1. *Preprimer Workbook*, page 5.
2. **Bulletin board.** Have the following story written on the bulletin board.

Come (rebus boys).

Come (rebus girls).

Come and see.

Come and see the (a new stamp, a picture, etc.)

UNIT 8

Skip Along (pages 9-12)

Materials Needed

Pocket Card Holder

Word Cards

Alice here
and Jerry
come Jip
go look
see

Phrase and Sentence Cards

Alice and Jerry Go Jip
Come Alice Here Jip
Come and look Here Jip here
Come and see Look here
Come here See Jip
Go go go See Jip go

Procedure

Establishing sight vocabulary. (Put card for *Alice and Jerry* in card holder and have phrase read.) Now close your eyes while I change the card. Do not open them until I say, "Ready!" Then see how quickly you can read the new card. (Use all cards listed under Materials Needed.)

Reading from *Skip Along*. Now turn quickly to **page 9**. The first one to tell me why Jip is a good title for our story may read the title.

Pages 10-12. (Discuss pictures briefly, noting differences between book pictures and Big Pictures. Have each page read sentence by sentence, then by page units. Be sure each sentence is read silently before it is read orally.)

Developing ability to predict outcomes. If you were around Jip the next day, do you suppose you would have found him nosing around strange boxes? Why not?

Page 13. What do you think Jerry will do when he finishes the fire engine he is making?

Supplementary Activity

Bulletin board. Put Big Picture 24 on the bulletin board with the word *Jip* underneath. Have pupils draw or cut from old magazines things a puppy might like.

UNIT 9

(To follow pages 9-12, *Skip Along*)

DO NOT OMIT THIS UNIT

If a projector is available, use the Textfilm for *Skip Along*, Frames 11-12. (See page 438 for directions.) Otherwise use the following procedure.

Materials Needed

Pocket Card Holder

Rebus Card: ball

Word Card: Jip

Phrase and Sentence Cards

Come and see Jip

Come here Jerry

Go Jip

Look here Jip

See Jip go

See the

Procedure

Applying known vocabulary in new context. Alice certainly had good times with Jip. She had an old rubber ball which Jip liked better than any other toy. Let's see what happened.

Here is the story title. (Put word card *Jip* in holder.) About what will this story tell? How do you know it will be about Jip?

Alice held up the ball and said—(Put *Look here Jip, See the [rebus] ball* in card holder.) All at once Alice threw the ball and said—(Add *Go Jip*.) Jip brought back the ball. Alice thought this was such a clever trick that she called to Jerry. (Add *Come here Jerry, Come and see Jip*.) Alice threw the ball again and said—(Add *See Jip go*. Have several children reread the story, trying to make it sound as if Alice were talking.)

Motivated review of initial consonant sound d. The other day we had fun thinking of words which begin like *duck*. I know a girl in this group whose name begins like *duck*. Yes, it is *Donna*. Listen: *Donna-duck!* (Review words from Unit 5 and add others.)

Developing ability to hear initial consonant sound j. Say the puppy's name with me. *Jip!* This morning I saw Helen take a big *jump*. Did you hear another word which begins like *Jip*? You keep paste in something which begins like *Jip*. This morning I had something on my bread which begins like *Jip*; so of course it couldn't be *butter*. What was it?

(If a sound chart has already been made for the superior group, call attention to the first two rows on that chart. Otherwise **DO NOT FAIL TO MAKE A SOUND CHART** for use with average groups. See page 26 for directions.)

Supplementary Activities

1. **Illustration.** Have the story of Jip and the ball written on the bulletin board. Have pupils draw a picture to illustrate the story.
2. **Scrapbook.** Give each pupil two scrapbook pages on one of which is a picture of a *duck*, on the other the word *Jip*. Have pupils draw, or cut from magazines, pictures of objects whose names begin like either *duck* or *Jip*.

UNIT 10

Introduction to pages 13-16, *Skip Along*

Materials Needed

Pocket Card Holder	Phrase and Sentence Cards	
Big Pictures 7-8	Alice can ride	Here I come
Word Cards: my ride	Come and ride	I can ride
Rebus Card: fire engine	Come and Ride	Jip can ride
	Here comes Jip	See my

Procedure

Establishing sight vocabulary. I am glad you are all—(write H_____ on the board; wait for suggestion *Here*; then complete word.) How quickly can we finish these words? (Write Je_____ for *Jerry*, etc. Review all words except *the*.)

Introducing printed symbols and their meanings. The minute the fire engine is finished, Jerry will want to go for a—(Put *ride* in card holder and wait for suggestion *ride*.) Of course the new word is *ride*. Watch how *ride* begins. (Trace *r*; then reverse and trace *R*.) What word do I want to write? (Write *r*_____, then *R*_____, in usual way.) Maybe the title of our story will be—(Add *Come and Ride*.) *Ride* begins with a capital letter because it is in the title. Maybe Jerry will ask us to—(Add *Come and ride*.) Let's see if he does. (Attach Big Picture 7 to card holder. Allow ample time for discussion and enjoyment of details.)

I am sure Jerry is saying—(Add *Here I come* to card holder, but do not read card.) Can you find the new word? Think what Jerry would say. Now read the first word; jump over the new word; then read the last one. Here _____ come. Of course the new word is *I*. What a little word *I* is! I will tell you a joke. You can't help me write *I* (write *I* on board) because if I start to write *I*, I also finish it. *I* is the word Jerry uses when he talks about himself. Read again what Jerry said.

Someone else is coming. (Add *Here comes Jip*. Undoubtedly the child who reads will naturally change the *come* to *comes*. If not, suggest that *Here come Jip* does not sound right. Have children suggest change.) Show me the word *come*. I see it in the sentence which says, "Here I come." What does this word say? (Write *come* on board.) Show me the word *comes*. I see it in

the sentence which says, "Here comes Jip." If I want to make *come* say *comes*, I add this letter. (Add *s* to the word *come* on the board. Alternate *come* with *comes* on the board several times.) Now read what Jerry said about himself and about Jip.

The fire engine belonged to Jerry. He wants you to be sure about that. So he says—(Build *See my [rebus] fire engine*, but do not have it read.) The picture card (indicate rebus) says—. Now read the first word, skip over the new word, and read the picture card. You can get the new word all by yourselves. Remember the fire engine belonged to Jerry. So he says, "See _____ fire engine." Of course the new word is *my*. Watch how *my* begins. (Hold up word card *my*, trace *m*, reverse and trace *M*.) What word do I want to write? (Write *m*____, then *M*____, then *r*____, then *R*____.) What word did I finish? (Write *I*.) Now read all that Jerry has said so far.

Jerry knows how to ride. So he says, "I can ride." (Put *I can ride* in card holder as you say the words. Have sentence read several times.) Show me the new word *can*. When I write *can*, this letter (indicate *a*) looks different. (Write *can* in manuscript writing.) But the word still says *can*. *Can* begins like *come*. (Write *come* under *can*.) The words begin alike, but the rest of each word is very different. If you remember this (trace *ca* with colored chalk; then write *ca*_____ in another place on the board) you will know that I want to write—(Wait for suggestion *can*; then complete word. Repeat procedure with *come*.) Now read again what Jerry says.

I hope he also says—(Add *Alice can ride, Jip can ride*.) Let's see if he does. (Reverse card to show Big Picture 8. Allow ample time for enjoyment of picture.) What made the fire engine go when Jerry was in it? What makes it go now? Tomorrow we may find some different pictures in our books.

Supplementary Activities

1. *Preprimer Workbook*, page 7.
2. Bulletin board. Use a magazine picture of child riding. Under it write:

Here I come.

Look and see.

I can ride and ride.

UNIT II

Skip Along (pages 13-16)

Materials Needed

Pocket Card Holder

Word Cards

and comes Ride
can I the
come my

Rebus Cards

bird fire engine
cap jack-in-box
ducks squirrels

Phrase and Sentence Cards

Come and ride I can ride
Come and Ride Jip can ride
Go Jerry go Look here
Here comes Jip See my
Here I come See the

Big Picture 7

Procedure

Vocabulary recall. We have such a good story waiting for us. But we will read better if we recall what Jerry said yesterday. Our title may be—(Add *Come and Ride* to card holder.) Jerry may tell us to—(Add *Come and ride*.) Then he may say—(Add *Here I come, Here comes Jip, See my fire engine*.) Someone in the story will say—(Add *I can ride, Jip can ride, Go Jerry go*.) Match this card with the same word in the card holder and read what it says. (Give some child the word card *Ride*. Continue with *I, can, ride, come, comes, my, and*.)

Reading from *Skip Along*. Turn quickly to page 13 and read the title silently. If you want to read the title for me, you must tell why it is a good title.

Jerry has several things to do before he goes riding. Can you find what they are? Now suppose we compare the two pictures and see if you found the right things. (Attach Big Picture 7 to card holder.)

Pages 14-16. (Have pupils discover who is talking on each page. Have each sentence read silently, then orally. Then have some child read the entire page. Take time to enjoy the picture on page 15.)

Page 17. Is this the same day or another? How can you tell? Again Alice is pointing at something. Guess what she sees. If

you can read this—(Add *Look here* to card holder), you can read the title. Why does *Here* begin with a capital?

Oral reading in an audience situation. (Choose one child to be Alice, another to be Jerry. Have each one read the page or pages in which the character that each represents talks. Have rest of group listen to see if readers talk like Alice and Jerry.)

Establishing sight vocabulary. We found some words which begin alike. (Write *Jip*, then *Jerry*; then erase.) If you looked carefully enough, you know which word I want to write. (Write Ji____, then Je____, and proceed as usual. Repeat with ca____ for *can*, co____ for *come*.) This word says—(Write *come*.) Now it says—(Add *s*.)

Extending meaning of words *the*, *my*. (Remove all cards from card holder except *See my*. Add *See the*.) The fire engine belonged to Jerry. So he said—(Add rebus *fire engine* to phrase *See my* and have sentence read.) Did the ducks on the pond belong to Jerry? Of course not! So he says—(Build *See the ducks*. Then remove rebus cards.) Does the jack-in-the-box belong to Jerry? Then where will this go? (Put rebus *jack-in-box* after *See my*; then have the sentence read. Continue in same way with *squirrels*, *cap*, and *bird*.) When something belongs to you, you use this word. (Hold up *my*.) At other times we say—(Hold up *the*.) (Use as flash cards all cards listed under Materials Needed.)

Supplementary Activities

1. *Preprimer Workbook*, page 6.
2. **Toy Show.** Encourage pupils to make toys at home to bring to school for a toy show.

UNIT 12

(To follow pages 13-16, *Skip Along*)

DO NOT OMIT THIS UNIT

If a projector is available, use the Textfilm for *Skip Along*, Frames 13-14. (See page 438 for directions.) Otherwise use the following procedure.

Materials Needed

Pocket Card Holder	Phrase and Sentence Cards
Word Card	Come and look I can ride
Jip	Come here ride and ride
Rebus Cards: cap ducks	Come here Jerry The Ride
Reading Readiness Picture Card 58	I can

Procedure

Applying known vocabulary in new context. (Have Readiness Picture Card 58 in card holder.) One day Dick saw Jerry. Dick had a new bicycle, and he said—(Build the following story, leaving a pocket at top for title. Have story read sentence by sentence. *Come here, Come here Jerry, Come and look, I can ride, I can ride and ride.*) Of course our story needs a title. Here it is. (Add *The Ride*.) I hope Jerry has a ride, too. Don't you? (Have story reread and cards removed.)

Motivated review of initial consonant sound d, j. (Put word card *Jip* and rebus card *ducks* in card holder.) I will say a word. Show me a word or a picture in the card holder which begins with the same sound. My first word is *dinner*.

Developing ability to hear initial consonant sound c. (Hold up rebus card *cap*.) I see a *cap* on this *card*. Did you hear two words which begin with the same sound? *Carrots* and *corn* are vegetables. What other words begin like *cap*? Can you think of some other words? What does this word say? (Write *can*.) And this word! (Write *come*.) *Cap, can, come!* What did your ears tell you? (Add *can* and *come* to the Sound Chart.)

Supplementary Activities

1. **Illustration.** Have the bicycle story on bulletin board. Have pupils draw picture to illustrate story.
2. **Scrapbook.** Have a scrapbook page with a picture of a cap at bottom of page. For this page and for the Sound Chart have pupils cut pictures of objects which begin like *cap*.

UNIT 13

Introduction to pages 17-20, *Skip Along*

Materials Needed

Pocket Card Holder	Phrase and Sentence Cards
Big Pictures 9-10	Come and see Jip Look down here
Word Cards: down up	Come here Jerry Look up
Rebus Cards: bird nest	Come Jerry come See Jip go
	Look down See the (2)

Story introduction. One day Alice and Jerry and Jip went to visit on a farm. Of course they went exploring all over the farm. And what a surprise they found when they came to the meadow! (Discuss meaning of *meadow*, and have children suggest what might be found there.) The surprise the children found was a— (Attach Big Picture 9 to card holder. Allow ample time for discussion of picture details: number and color of eggs, etc.)

Introducing printed symbols and their meanings. Jip was the one who really found the surprise. But Alice was right behind him. The minute she saw the nest she called to Jerry. (Add *Come here Jerry, Come and see Jip, See Jip go, Come Jerry come*, one at a time, to card holder.)

Now think but do not say a word. In which direction is Jerry looking? In which direction is Alice looking and pointing? Then help yourselves over the new word and read this card. (Add *Look down here* to card holder.) Of course the new word is *down*. Watch how it begins. (Hold up word card *down*; trace *d*, then *D*.) Can you do this? (Hold up *Look down* and have children carry out direction. What word do I want to write? (Write *d*____, then *D*____, and use usual procedure.) Did the nest belong to Alice? Then I know why she said—(Build *See the nest*.)

All at once the children heard something. Something was very frightened and very cross. What do you think it was? Let's see if it was the mother bird. (Turn card to show Big Picture 10. Discuss the reason for the bird's return and for the name *meadow lark*.)

Now think again but do not talk. In what direction is Jerry looking and pointing? Then help yourselves over the new word.

(Add *Look up* to card holder.) Of course the new word is *up*. Watch how *up* begins. (Hold up word card *up*; trace *u*, then *U*.) What word do I want to write? (Write *u*____, then *d*____; *U*____, *D*____.) Of course the bird did not belong to Jerry. That explains why he says—(Build *See the bird*.)

Extending meaning of *down*, *up*. (Hold up *Look up* and have children carry out directions. Follow with *Look down*.) We found out in *Here We Go* that *down* and *up* were _____. We have learned two other words which have opposite meanings. One is—(Write *come*.) The opposite of *come* is—(Wait for children to suggest *go*.)

Extending the child's speaking vocabulary. Now that we have been reading about a meadow, what new ideas do you have? Suppose you tell us this way. "When I think of a meadow, I see _____." Do you also remember the name we give to people who do things in our stories?

Supplementary Activities

1. *Preprimer Workbook*, page 8.
2. **Bulletin board.** Help pupils to arrange an exhibit of bird pictures and perhaps a real nest or two.

UNIT 14

Skip Along (pages 17-20)

Materials Needed

Sentence Cards

Come and see Jip	Look Alice	Look up Alice
Come here Jerry	Look down here	See Jip go
Come Jerry come	Look here	

Procedure

Vocabulary recall. There are some different and interesting pictures in our book today. Suppose we play the "Closed Eyes" game to be sure that we can read the story as well as Alice and Jerry talked. What does this say? (Put *Look up Alice* in card holder and have some child read. Have everyone close his eyes as you change the card. Use all cards listed above.)

Reading from *Skip Along* (pages 17-20). (Allow time for enjoyment of pictures. Have each page read silently, then orally, sentence by sentence. Then have some child read the entire page.)

Developing ability to predict outcomes. The story in our books is over, but how do you think it all came out? I am sure Alice and Jerry did not harm the eggs. What might happen if the children stayed in the country for several more days?

Page 21. Are Alice and Jerry still in the meadow? What is the difference between a meadow and a garden? Good readers like you, can surely read the title. Suppose we each make a guess. What will we come and see in the next story?

Oral reading in audience situation. (Proceed as in Unit 11.)

Supplementary Activity

Preprimer Workbook, page 9.

UNIT 15

(To follow pages 17-20, *Skip Along*)

DO NOT OMIT THIS UNIT

If a projector is available, use the Textfilm for *Skip Along*, Frames 15-16. (See page 438 for directions.) Otherwise use the following procedure.

Materials Needed

Pocket Card Holder	Phrase and Sentence Cards	
Rebus Card: ball	Alice and Jerry	See the
Word Cards	Look Alice	Up and down
Down	Look here Alice	Up and up and up
up	Look Jerry	

Procedure

Introducing the story. (Have a small rubber ball. Have a pupil bounce it, while group notes that the ball is going *down*, *up*. Have another child toss it and catch it, while group notices that now it is going *up*, *down*.)

Applying known vocabulary in new context. (Have the following story built up in the card holder.)

Alice and Jerry

Look Jerry
See the (rebus ball)
Up and down
Look Alice
Down up
Look here Alice
Up and up and up

One day Alice and Jerry were playing ball. Alice had the ball first. Read the title and the first three sentences. What did she say? Alice said, "Up and down." Show us with the ball what you think Alice did. Then it was Jerry's turn. Read the next two sentences. What does he say? What do you think he did with the ball? Who will show us? Now finish the story. Be ready to show us what Jerry did this time. (Have two pupils take the parts of Alice and Jerry and reread the story.)

Reviewing initial consonant sounds *d, j, c*. If you can tell me a word which begins with the same sound as the one I name, you may have a chance to catch the ball. (Use the words *Jip, ducks, can.*)

Developing ability to hear initial consonant sound *b*. We are playing with a *ball*. I saw a *boy* throw a *ball*. Did you hear another word which began like *ball*? (Show pages 2-3, *Skip Along*. Have pupils discover that *basket, box, boy, bag, and belt* begin like *ball*. Add picture of *ball* to Sound Chart.)

Supplementary Activities

1. **Illustration.** Have pupils draw illustration for the ball story.
2. **Scrapbook.** Give each pupil a scrapbook page with a picture of a ball at the bottom. Have them cut pictures which begin like *ball* for scrapbook or for Sound Chart.

UNIT 16

Skip Along (pages 21-24)

Materials Needed

Pocket Card Holder

Word Cards: one two three

Rebus Cards

bird (two) rabbits

(two) ducks (three) rabbits (2)

rabbit (three) squirrels

Phrase Cards

I can see

I can see two

I can see three

See the

Big Pictures 11-12

Procedure

Developing ability to observe and interpret picture details; Introducing printed symbols and their meanings. Away back in *Here We Go* we found that this number (write 1) and this word (hold up *one*) mean the same. Bring me as many books as this number tells you to bring, Ann. Bring me as many books as this word tells you to bring, John. Now watch how *one* begins. (Trace *o*, then *O*.) What word do I want to write? (Write *o*____, and proceed in usual way. Repeat procedure for *two* and *three*. In calling attention to the way *three* begins, be sure to emphasize that it takes two letters to start the word *three*. In starting the word on the board, write *th*____.)

(Put rebus card *bird* in card holder.) What number word goes with this card? (Have the word *one* placed at left of rebus and have the phrase read. Continue in same way with *two ducks*, *three squirrels*. Then clear card holder.)

The last time we saw Alice and Jerry they were in a lovely garden. Someone was telling them to come and see something interesting. Let's see what it was. (Attach Big Picture 11 to holder; allow time for enjoyment of picture.)

I think Jerry sees only—(Build *one rabbit*). I am almost certain Alice sees—(Build *two rabbits*.) Do you suppose there could be—(Build *three rabbits*)? Let's see. (Turn card to show Big Picture 12. Identify rabbit *hutch* and stress use of the correct term.)

Do the rabbits belong to Alice and Jerry? Then I am

sure they will say—(Build *See the rabbits.*) Maybe Jerry will start by saying—(Add *I can see one rabbit.*) Alice will say—(Add *I can see two rabbits.*) Jerry will end by saying—(*I can see three rabbits.*) Now I am sure you are thinking, “I can read the story in my book.” So here we go.

Reading from *Skip Along* (pages 21-24). (Proceed in usual way, taking time to enjoy pictures and to compare them with the Big Pictures.)

Page 25. What do you think is happening now? (Stimulate the idea that a show or a circus is underway. Have pupils find the joining word two times, and then read title.)

Oral reading in audience situation. (Have one child take the part of Alice, another of Jerry, and have them read the pages where the characters they represent speak. Have the rest of group close their books to listen and judge whether the readers talk like Alice and Jerry.)

Extending the child's speaking vocabulary. I will say a word. You tell me what you see or think when you hear the word. (Use *hutch, meadow, character, meadow lark, garden.*)

Supplementary Activities

1. *Preprimer Workbook*, pages 10-11.
2. **Other Activities.** Have children cut pictures of rabbits for scrapbook. On the library table have illustrated factual and fictional material on rabbits.

UNIT 17

(To follow pages 21-24, *Skip Along*)

DO NOT OMIT THIS UNIT

If a projector is available, use the Textfilm for *Skip Along*, Frames 17-18. (See page 438 for directions.) Otherwise use the following procedure.

Materials Needed

Pocket Card Holder	Phrase and Sentence Cards
Rebus Card	Come here Alice Look Alice
squirrels	Come here and see Look up Alice
	I can see three One two three

Procedure

Applying known vocabulary in new context. (Have the following story built up in card holder.)

Look Alice

Come here Alice

Come here and see

Look up Alice

I can see three (rebus squirrels)

One two three

(Explain that Alice and Jerry are out on a picnic. Jerry looks up into a tree and sees a hole with three baby squirrels.)

Reviewing initial consonant sounds *d, j, c, b*. (Hold up page 16, *Skip Along*. Explain to children that they are going "hunting" for: Two things which begin like *ball* (boy, bell)! Two which begin like *ducks* (dog, dress)! Two which begin like *jump* (Jerry, Jip)! The lights are made from something which begins like *caps*.)

Developing ability to hear initial consonant sound *r*. The children *ran* down the *road* to tell Mother about the *rabbits*. *Ran, rabbits, road!* What did your ears tell you about these words? (Continue to suggest words until pupils begin suggesting words of their own. Add a rabbit picture or the word *ride* to Sound Chart.)

Supplementary Activities

1. **Bulletin board.** Have on the bulletin board the story used in this unit; have pupils draw an illustration.
2. **Scrapbook.** Give each child a scrapbook page with a picture of a rabbit at bottom. For the scrapbook page and the Sound Chart have them cut pictures of objects which begin like *rabbit*.

UNIT 18

Review of pages 2-24, *Skip Along*

Reread the first twenty-four pages. Pupils enjoy putting their chairs in a circle and calling this a reading party. Keep

watch for words, phrases, or sentences which cause trouble. Check each child individually to see whether he can recognize automatically the nineteen words introduced so far.

UNIT 19

Skip Along (pages 25-28)

Materials Needed

Pocket Card Holder	Phrase and Sentence Cards
Word Card: jump	Come here Alice jump and jump
Rebus Card:	I can Jump Jip jump
jumping rope	I can jump down See my
Big Pictures 13-14	Jip can jump

If a projector is available, use the Textfilm for *Skip Along*, Frames 19-23, before beginning this unit. (See pages 438-39 for directions.)

Procedure

Establishing sight vocabulary; developing habit of left-to-right word scanning. You must earn your way to the reading group this morning. I will write a word for each of you. If you can read your word, you may come. (Write ca____; pause a split second to see if suggestion *can* is forthcoming; if not, complete the word and have it read. Continue with co____ for *come*, Ji____ for *Jip*, A____ for *Alice*, etc.)

Introducing printed symbol and its meaning. (Have a real hoop if possible.) This is the day when Alice and Jerry are planning that show or circus. Of course they must have costumes. What do I mean by costumes? Can you remember any parts of their costumes which you saw in the picture in your books? People who take part in shows or circuses are called *performers*. They do stunts or tricks. What stunts might Alice and Jerry do? Let's see if you guessed right. (Attach Big Picture 13 to card holder, and allow time for discussion of costumes and tricks.) I wonder if Jerry has a stunt all his own. (Turn card to show Big Picture 14.)

Now suppose we play secrets. Help yourselves, but don't say a word. You know what Alice has. So you can read this. (Put *See my [rebus] jumping rope* in card holder; then have sentence read.) Think what she would do with the rope. Now read this. (Add *I can jump and jump.*) Of course the new word is *jump*. Watch how *jump* begins. (Show word card. Trace *j*, then *J*. Write *Jump* on board.) When *Jump* begins with a capital letter, it begins like—(Write *Jip*, then *Jerry*.) So I must look at *Jump* very carefully. When I see—(trace *Ju* with colored chalk; then write *Ju*_____ in another place on board), I know I want to write—(Wait for suggestion *Jump*; then complete word.)

When *Jip* jumped through the hoop, I am sure Jerry said—(Add *Jip can jump, Jump Jip jump.*) When Jerry did his stunt, I am sure he said—(Add *I can jump down.*)

Reading from *Skip Along* (pages 25-28). (Proceed in usual way. Be sure each sentence is read silently before it is read orally. Be sure oral reading is fluent and expressive.)

Page 29. Another day! How do I know? Jerry is calling Alice with his hand and with his voice. If you can read this (put *Come here Alice* in card holder), you can read the title. What will Jerry get in his basket? Each one make a guess.

Oral reading in audience situation. (Proceed in usual way.)

Extending the child's speaking vocabulary. I will say a word to each of you. Tell me what the word makes you think of. Then you may go to your seats. (*hutch, meadow, character, costume, performer, meadow lark*)

Supplementary Activity

Preprimer Workbook, pages 12-13.

UNIT 20

(To follow pages 25-28, *Skip Along*)

DO NOT OMIT THIS UNIT

If a projector is available, use the Textfilm for *Skip Along*, Frames 24-25. (See page 439.) Otherwise use the following procedure.

Materials Needed

Pocket Card Holder	Sentence Cards	
Big Pictures 1, 4, 8, 13	I can jump	Look here Alice
	I can jump down	Look Jerry
	Jip can jump	One two three
	Jump Jip jump	

Procedure

Reviewing initial consonant sounds *b, d, r*. (Put Big Picture 1 in card holder.) Have you sharp eyes and ears today? I see three things in the picture which begin like *ball* (basket, box, braids). (Give hints if necessary.)

(Put Big Picture 4 in card holder.) I see two other things in this picture which begin like *ducks* (dress, doughnut). (Put Big Picture 8 in card holder.) Alice had a *ride*. She made the bell r____. The wheels went r____ and r____. She said, "Run, Jerry." What words did you hear which begin like *rabbit*?

Developing ability to hear initial consonant sound *h*. (Use Big Picture 13.) Jerry has a *hoop*. His *hand* is on the *hoop*. What word did you hear which begins like *hoop*? I see two other things in the picture which begin like *hoop* (hat, head). (Continue suggesting words until pupils begin to think of some for themselves.) We can read a word which begins like *hoop*. (Write *here* on board.) Let's see if *hoop* and *here* really do begin alike. (Write *hoop* under *here*. Add *here* to Sound Chart.)

Applying known vocabulary to new context. One day Alice played with Jip. She took hold of his two front legs and held them up. She said—(Put *Look Jerry, Jip can jump* in card holder. Then she said—(Add *One two three, Jump Jip jump*.) Jip didn't like this at all. He broke away from Alice and away he went. Then Jerry tried to show off. He got up on a box and said—(Add *Look here Alice, I can jump, I can jump down*. Have story reread.)

Supplementary Activities

1. **Scrapbook.** For Sound Chart and for scrapbook pages have pupils cut pictures of objects beginning with sound *h*.
2. **Bulletin board.** Have today's story on bulletin board. Have pupils make an illustration for story.

UNIT 21

Skip Along (pages 29-32)

Materials Needed

Big Pictures 15-16

Pocket Card Holder

Procedure

Establishing sight vocabulary; Developing habit of left-to-right word scanning. The show is over, and now Alice and Jerry are off with a basket to find something. Do you remember what we thought they might find? Before we really find out, I want some help in finishing some sentences. Remember to play "secrets." Read to yourself what I write. But wait until I call on you before you help me finish my sentence. (Write *Come h_____* and call on some child to suggest *here*; finish the word and have the sentence read. Follow with *Come here and s_____*, *Look d_____*, *Look down h_____*, *I s_____*, *I can s_____*, *Look h_____*.)

Now let's see what Jerry will get in that basket. (Attach Big Picture 15 to card holder. Allow time for discussion. Emphasize *hen* as the correct name for the mother chicken.) What do you think Jerry will get in that basket?

Mother Hen has played a joke on you. See if Jerry did get an egg. (Turn card to show Big Picture 16. Allow time for discussion. Emphasize correct term for baby chickens as *chicks*. Discuss the reason why they stay under Mother Hen's wings.) What do you think Jerry expected to find under Mother Hen? What did he expect to take home? Will he take home a baby chick? Why not?

Reading from *Skip Along* (pages 29-32). (Proceed as usual; then have one child reread the entire story. Lead gradually into the reading of two-line, then three-line units.)

Developing ability to predict outcomes. When baby chicks are born, they are covered with something soft called *down*. If Alice and Jerry come back in a few week's time, with what will the chickens be covered?

Page 33. Alice and Jerry have never been dressed like this before. What do you call the suits they are wearing? Who will read the title and tell whom the story will be about?

Reviewing initial consonant sounds *b, h, r*. Suppose you earn your way to your seats. (Hold up Big Picture 16.) I see four things in this picture which begin like *hoop* (hen, hands, heads, hair). If you can tell me one, you may go to your seats. (Continue with *board, boy, box; roof, red.*)

Supplementary Activity

Preprimer Workbook, pages 14-15.

UNIT 22

(To follow pages 29-32, *Skip Along*)

DO NOT OMIT THIS UNIT

If a projector is available, use the Textfilm for *Skip Along*, Frames 26-27. (See page 439.) Otherwise use the following procedure.

Materials Needed

Pocket Card

Holder

Rebus Cards

flowers

roses

Phrase and Sentence Cards

Come and see

Come here and see

I can see two

I see I see

Look Alice

Look down here

One two

See the

Procedure

Applying known vocabulary in new context. One day Alice went with Mother to see a pretty garden. The minute Mother got to the garden, she called to Alice—(Put *Look Alice, Come and see, Look down here, See the flowers*, in the card holder and have the sentences read, one at a time.) But Alice had already run ahead of Mother, and she called back—(Add *Come here and see, I see I see, One two, I can see two [rebus] roses*. Have someone take the part of Mother, someone of Alice; and have the story reread.)

Reviewing initial consonant sound *c*. I know some animals on the farm whose names begin like *cap*. (Suggest *calf, cat*, etc. Have children suggest words which begin like *cap*.)

Developing ability to hear initial consonant sound *ch*. Alice saw Mother Hen and her *chicks*. You are sitting on some *chairs*. Say the word *chicks* and listen to the way it begins.

Now say *chairs*. What did you discover? I write on the board with ch____.) Add a picture of some *chicks* to Sound Chart.)

Supplementary Activities

1. **Illustration.** Have today's story written on the bulletin board. Have children draw a picture to illustrate the story.
2. **Scrapbook.** For a scrapbook page or for the Sound Chart have pupils cut pictures of objects which begin like *chicks*.

UNIT 23

Skip Along (pages 33-36)

Materials Needed

Pocket Card Holder

Big Pictures 17-18

Word Cards

Alice	come	here	Jip	my	see	two
and	down	I	jump	one	the	up
can	go	Jerry	look	ride	three	

Procedure

Establishing sight vocabulary. (In the card holder have all word cards listed above.) Bring me the names of the two characters in our stories. The name of their pet! Three number words! Two opposites! Two more opposites! The joining word! Two words which tell what you can do with your eyes! The word you use when you talk about yourself! The word you use when something belongs to you! Something you can do on a bicycle! With a rope! The word you use when something does not belong to you! The word which tells where you are today! Bring the last word and tell what it says.

Developing ability to observe and interpret picture details. The last time we saw Alice and Jerry they were in bathing suits. Mother had taken them to a park where there was a wading pool for children. (Discuss meaning of *wading pool*.) There was a wooden walk out over the pool and a ladder to climb down into the water. The wooden walk was called

a *pier*. Now look at this picture and be ready to answer some questions. (Attach Big Picture 17 to card holder.) Can you find the pier? How can you tell that the water is not deep? What signs of a park do you see? What do you think the queer horse is made from? Why does it float? Be ready for some more questions. (Turn card to show Big Picture 18.) Why does Jerry hold his nose? What do we call the circles of water around the posts?

Developing ability to use context clues and initial consonant clues. The minute Alice was on her horse I am sure she said—(Write *I can r_____ and r_____* on the board. Have someone suggest that the unfinished words say *ride*; then finish words.) I am sure Jerry said—(Write *Here I g_____ up* and repeat procedure. Follow with *I can ju_____ down*.)

Reading from *Skip Along* (pages 33-36). (Have each page read silently, then orally.)

Oral reading in audience situation. (Conduct as in previous units.)

Developing ability to predict outcomes. What may happen when Alice and Jerry grow tired of playing in the pool? (Lead pupils to see that page 37 may be the answer. The pool in the distance suggests that the children still may be in the park. Have each toy in the toy box identified as far as possible and have the title read.)

Extending the child's speaking vocabulary. I will say a word. You may go to your seat after you tell me of what you think as I say the word (pool, wading, pier, ripples, park, meadow, garden, performer, costume, character, etc.).

Supplementary Activity

Preprimer Workbook, page 16.

UNIT 24

(To follow pages 33-36, *Skip Along*)

DO NOT OMIT THIS UNIT

If a projector is available, use the Textfilm for *Skip Along*, Frames 28-29. (See page 439.) Otherwise use the following procedure.

Materials Needed

Pocket Card Holder

Rebus Cards

ball	candles	ducks	jack-in-box
bat	cap	hat	ladder
bird	chicks	hen	rabbit
cake	dress	horse	roses

Word Cards

can	down	Jip	my
come	here	jump	ride

Phrase and

Sentence Cards

Come Alice
 Here I go
 Here I go up
 I can go down
 I can go up
 I can ride
 See the

Procedure

Reviewing initial consonant sounds *b, c, ch, d, h, j, r*. (Have all rebus cards except *ladder* and all word cards except *my* in card holder.) Bring me a card which begins like *baby*. (Continue in similar fashion until all cards are removed.)

Developing ability to hear initial consonant sound *l*. (Put rebus *ladder* in card holder.) *Listen* as I say *ladder*. Did you hear two words which begin alike? (Continue as in previous units.) We can read a word which begins like *ladder*. (Write *look* on the board and trace *l*. Let's see if *look* and *ladder* do begin alike. (Write *ladder* under *look* and compare.) We can hear that they begin alike. We also can see that they begin alike. (Add word *look* to Sound Chart.)

Applying known vocabulary in new context. (Quickly place cards for this story in card holder.)

My Ride

Here I go
 I can ride
 I can go up
 I can go down
 Here I go up
 Come Alice
 See the _____

Look at the title. Notice the word *My*. This is your story. So of course when you read it, you say _____. (Have title read.) Now read the whole story silently. The last sentence isn't finished because this is your story, and each of

you will want to finish it in your own way. (Allow time for reading. Have pupils whisper and tell you what they think they are riding on. Question child who does not give a logical ending. Have several pupils read their stories.)

Supplementary Activities

1. **Illustration.** Have today's story written on bulletin board, and have each child draw an illustration for the story.
2. **Scrapbook.** For scrapbook page and for Sound Chart have pupils cut pictures of objects which begin with *l*.

UNIT 25

Skip Along (pages 37-42)

Materials Needed

Pocket Card Holder

Word Cards

and	go	look	see	two
can	here	my	the	up
come	I	one	three	
down	jump	ride		

Big Pictures 19-20

Phrase Cards

Come and see (2)
One two three

Rebus Cards

(toy) duck	parasol
hoop	squirrels

Procedure

Establishing sight vocabulary. Do you remember the ladder up which Jerry climbed? How fast can you climb my ladders? (Build two word ladders, using word cards listed above. As words are added to card holder, have them read by individual children. Then have some child who needs practice climb down the ladders and remove cards as he reads.)

Developing ability to observe and interpret picture details. Open your books to page 37. Again name the toys you see in that box. I think there is one toy you missed (two if airplane has not been discovered). What is it? (Show Big Picture 19. Emphasize the correct term *parasol*, discuss its purpose, and discuss what Alice's parasol is made from.) Now look again. Can you find both the airplane and the parasol in the toy box? Here are some more toys. How

many of these did you see in the toy box? (Turn card to show Big Picture 20.)

Introducing printed symbols and their meanings. Today the children make up a jingle. A jingle has words in it which rhyme. Let's read the jingle. (Put *One two three, Come and see, Come and see* in card holder and have the jingle read until reading is very fluent.) What will we call this card when we read? (Add rebus *parasol*, then *toy duck*, then *hoop*.)

Reading from *Skip Along* (pages 37-42). (Have the story read silently, then orally, by page units.)

Page 43. Of course I know whom the next story will be about because I can read the title. What does it say? But this doesn't look like Alice. What has happened? (Allow ample time for enjoyment of picture.)

Oral reading in audience situation. Have one child re-read the entire story "One, Two, Three," while other children listen to see how many times they can hear the jingle.

Extending the child's speaking vocabulary. What do you see when I say *parasol*? (Review *pool*, *pier*, *hutch*, etc.)

Supplementary Activities

1. *Preprimer Workbook*, pages 17-18.
2. Bulletin board. Have the following story on bulletin board, using rebus card *squirrels*.

Come and see.

Come and see.

See the squirrels.

One, two, three.

Have children draw an illustration, to go with the story, of squirrels doing something interesting.

UNIT 26

(To follow pages 37-42, *Skip Along*)

DO NOT OMIT THIS UNIT

If a projector is available use the Textfilm for *Skip Along*, Frames 30-31. (See page 439.) Otherwise use the following procedure.

Materials Needed

Pocket Card Holder	Phrase and Sentence Cards		
Big Pictures 19-20	Come and see (2)	Look here	Alice
Word Cards:	Come here	Alice	Look Jerry look
Alice my	Come here and see	Look look	Jerry
Rebus Card: hat	Look down here		

Procedure

Reviewing initial consonant sounds *b, c, d, h, j, l, r, ch*. How sharp are your eyes? (Attach Big Picture 20 to card holder.) I see four things which begin like *baby* (boy, board, ball, bat). Two that begin like *down* (dress, duck)! Alice and Jerry are something which begins like *chicks* (children). I see two things which begin like *hen* (hoop, hands). There is something on Alice's dress which begins like *can* (collar). Both children have something which begins like *ladder* (legs). I see a color which begins like *ride*. The children are having a *jolly* time; I heard a word which began like *jump*.

Developing ability to hear initial consonant sound *p*. (Turn card to show Big Picture 19.) Alice has a *parasol*. Say *parasol* softly and listen to the way it begins. Alice *plays* with her *parasol*. She *puts* it up. What other two words begin like *para-sol*? (Continue in same way. Add a picture of a *parasol* to Sound Chart.)

Applying known vocabulary in new context. (Have the following story built in card holder.)

Alice

Come here Alice

Come here and see

Look here Alice

Look down here

Look look Jerry

Come and see

Come and see my (rebus hat)

Look Jerry look

One day Mother came home from town. She had a box for Alice. She put it down on a chair and called. (Have title and first three sentences read.) Alice was so delighted with

what was in the box that she called to Jerry. (Have someone finish the story. Add rebus *hat* at the last minute.)

Supplementary Activities

1. **Bulletin board.** Have today's story written on bulletin board, using rebus card *hat*. Have children draw a picture of Alice in her new hat.
2. **Scrapbook.** For scrapbook page and for Sound Chart have pupils cut pictures of objects beginning with sound *p*.

UNIT 27

Skip Along (pages 43-47)

Materials Needed

Pocket Card Holder

Big Pictures 21, 22, 23

Rebus Cards

bow	curls	ice-cream
cake	dress	slippers
candles		

Procedure

Developing ability to observe and interpret picture details. When you are going some place special, how do you get ready? Do you remember how Alice was getting ready the last time we saw her? Let's see if she is through. (Attach Big Picture 21 to card holder.) What a different looking Alice! Do you see her—(Put rebus *curls* in card holder.) And her—(add *bow*)! How pretty her (add *dress*) is! And her (add *slippers*), too!

Jerry has such an interesting box. Why is it wrapped so beautifully? What do you think is in it? Be sure your guess fits the box. Can you guess what day it is?

(Turn card to show Big Picture 22.) Were we right about what was in the box? Does Alice like the present Jerry gave her?

If it is Alice's birthday, maybe Mother has something for her, too. (Show Big Picture 23.) Don't you wish you were here? I see some—(Put rebus *ice-cream* in card holder.) And I see some—(Add rebus *cake, candles*.) And I see something to make a noise. What do I see? How do snappers

work? Of course you are anxious to go to the party. So let's read.

Reading from *Skip Along* (pages 43-47). (Allow ample time for enjoyment of pictures. Identify each room shown. Have each page read silently, then orally, as a unit.)

Oral reading in audience situation. (Have some child be Alice and read the entire story. The rest of the group may judge whether, as she reads, she sounds like Alice talking.)

Alice has grown big enough to have another birthday. You have grown big enough to finish a book. Won't it be fun to start another? Who do you hope will be the characters in your new book?

Word associations. If you were going to Alice's party, what would you bring her? Think of the nicest thing you know.

As Alice blows out the candles, she makes a wish. Suppose we each make a wish for Alice.

Supplementary Activity

Preprimer Workbook, page 19.

UNIT 28

(To follow pages 43-47, *Skip Along*)

DO NOT OMIT THIS UNIT

If a projector is available use the Textfilm for *Skip Along*, Frames 32-33. (See page 439.) Otherwise use the following procedure.

Materials Needed

Pocket Card Holder	Phrase and Sentence Cards	
Rebus Cards: football (2)	Alice Alice	Go Jip
Word Card: My	Come here Jip	Look here Alice
	Go' go go	See my

Procedure

Reviewing initial consonant sounds *b, c, d, ch, h, j, l, p, r*. Let's visit a farm today. Close your eyes for a minute. Think of all the things you would see on a farm. Now open

your eyes. Did you think of a building which begins like *ball*? One that begins like *hoop*? An animal which begins like *come*? (Continue until all sounds have been reviewed.)

Developing ability to hear initial consonant sound *t*. Alice had *toast* for breakfast. She ate at the *table*. Say *toast*, *table*, very softly. Listen to the way they begin. Alice got something for her birthday which began like *table*. (Continue suggesting words until pupils begin to suggest words of their own.) When we count, we use this word. (Write *two* and trace *t*. Let's see if *top* and *two* begin alike. (Write *top* under *two*. Add a picture of a *top* or the word *two* to Sound Chart.)

Applying known vocabulary to new context. (Have the following story built up in card holder, using rebus *football*. Suggest that it is Jerry's birthday. He calls to Alice and Jip to see his new football. Jerry kicks the football high in the air, and Jip runs for it.)

My Football
Alice Alice
Look here Alice
See my football
Come here Jip
Go Jip
Go go go

Supplementary Activities

1. **Scrapbook.** For scrapbook page and for Sound Chart have pupils cut pictures of objects which begin with the sound *t*.
2. **Reading party.** Have each child choose his favorite story to read for the group.
3. **Test.** Give test on page 20 in *Preprimer Workbook*. Check each test with the pupil whose work it is, so that difficulties may be diagnosed. Average pupils should have a score of at least eight on this test. If scores run lower, CHECK YOUR TEACHING WITH THE UNIT PLANS. Check each child individually to see if he can recognize automatically the twenty words in the vocabulary of *Skip Along*.

II. UNIT PLANS FOR THE SECOND PREPRIMER

UNDER THE SKY

UNIT 29

Under the Sky (pages 2-8)

Materials Needed

Pocket Card Holder

Sentence Card

Word Cards: me to

Come to me

Rebus Cards: rabbits squirrels

If a projector is available, use the Textfilm for *Under the Sky*, Frames 1-9, before beginning this unit. (See pages 440-41 for directions.)

Procedure

Providing a setting for the book. A new book, a pretty red cover, and the title is *Under the Sky*! (Run your hand from left to right under the title as you read.) Watch while I leaf through the pages. In most of the pictures are the children indoors or outdoors? Then why is *Under the Sky* a good title?

Introducing new words and their meanings; Developing ability to use context clues. There is a good story waiting for you. But first you need to help yourselves with some new words. Of course you know this word. (Write *two*.) This word (write *to*) also says *to*. This (indicate *to*) is the *to* we will use today. (Put word card *to* in card holder.)

Jip hurt his paw. Alice heard him yelping and called—(Put *Come to me* in card holder.) You know this word (indicate *Come*). And this word (indicate *to*)! Jip was Alice's puppy. Think what she would say. *Come to* _____. (Wait for suggestion *me*.) Of course the new word is *me*. (Put *me* in holder.) Watch how *me* begins. (Trace *m*.) What new word do I want to write? (Write *m*____; then *t*____; proceed in usual way.) Are you as smart as Jip? Can you do this? (Hold up *Come to me* and have some child carry out direction.)

Developing ability to observe and interpret picture details and to predict outcomes; Reading from *Under the Sky*. (Title page). The book title is here at the top of the page. (Run your hand under the title.) Who will read it? Now tell me why it is a good title for the picture.

Pages 2-3. When I look at pictures, I like to make discoveries. I see two ways to tell that Alice and Jerry will be the characters in this book. Do you? I also discover the time of year. (Emphasize *autumn* as the grown-up word to use for *fall*.) I discover where Alice and Jerry are and what they have spent their pennies for. Do you know, too?

Pages 4-5. Suppose you tell me what discoveries you make on these two pages. The first one to discover who is talking may read both pages. A squirrel, two bags of peanuts! What may happen next? Turn and see if we are right.

Page 6. We were pretty good guessers, weren't we? Do you think the children talk in loud or in soft voices? Read the page as you think Jerry would talk.

Page 7. The squirrels have made a discovery, too. Have you any idea what Jerry may have discovered on that pond? The one who finds out to whom Alice talks in the first four sentences may read the sentences. I hope you will be as excited as Alice as you read. The one who discovers to whom she talks on the rest of the page may read.

Page 8. I hope you see what I see down on the ground. What hungry squirrels! What may happen if they cannot eat quite all the nuts? The first one to tell me who talks in the first three sentences may read the sentences. The one who remembers what Alice said to Jip (hold up *Come to me*) may finish the page.

Page 9. What discoveries can we make on this page? It is still fall or _____. Alice has just received a present. How do I know, and what is the present? Are sweaters a good present to receive in autumn? Why? I know which sweater Alice likes best. Do you? Then I read the title— (Pause to allow some child to read.) Now I know Alice is thinking, "I do not need two sweaters. One must be for _____." I wonder if our discoveries will come true when we read the next story.

Oral reading in audience situation. (Have some child take the part of Alice, another of Jerry, for the story on pages 2-8. Have the rest of group close books. Have the readers interpret feeling of story by talking softly when squirrels appear; with excitement when they call to one another. Have group judge whether the readers sound like Alice and Jerry.)

Establishing sight vocabulary; Classifying words. When Alice counted, "One, two," she used the word *two*. (Write *two*.) We always use this *two* when we count. When she said, "Come to me," she used this *to* (write *to*), and she meant "come toward me" or "come in my direction." These words mean different things but they both say _____.

When we say—(write *See me*), we mean ourselves. We use this word (write *I*) when we talk about ourselves. We also use—(write *me*.) And when we talk about something which belongs to us, we use this word (write *my*.)

Suppose you use your eyes as cameras this morning. Take a quick picture of each word I write. When the camera clicks, I will erase the word. Then you must tell me what picture you took. (Write each of the above words, one at a time, erasing as soon as completed. Continue activity until word recognition has become very accurate.)

Supplementary Activities

1. *Preprimer Workbook*, page 21.
2. **Bulletin board.** Put rebus cards for *rabbits* and *squirrels* on the bulletin board with appropriate words under each. To the left have, in manuscript writing, the following story, using word *squirrels*. How many pupils will use the picture dictionary idea to discover the word *squirrels* for themselves?

The Squirrels

Look up, Jerry.

Look up, look up.

Here come three squirrels.

One, two, three.

UNIT 30

(To follow pages 2-8, *Under the Sky*)

If a projector is available, use the Textfilm for *Under the Sky*, Frames 10-11. (See page 441.) Otherwise use the following procedure.

Materials Needed

Pocket Card Holder

Sentence Cards

Word Card: Jip

Come here

Here Jip here

Come here Jip

Here Jip Jip Jip

Come to me

Look Alice

Go go go

See me (2)

Procedure

Applying known vocabulary in new context. (Have the following story built in the card holder.)

Jip

Here Jip Jip Jip

Come here

Come to me

Here Jip here

Look Alice

See me See me

Come here Jip

Go go go

(Suggest that Jip ran away with Alice's doll.) Alice was cross and picked up a little stick as she called—(Have the title and first four sentences read.) Jerry thought that was a poor way to call a dog. So he got his ball and held it up for Jip to see. Then he said—(sentences 5-8). Of course Jip dropped the doll and came to Jerry. Jerry threw the ball and called—(last sentence).

Developing ability to hear initial consonant sound *m*. I am thinking of a grown-up person in your house. Her name begins with the same sound as *me*. Now I'm thinking of something you need when you go to the store. *Money, Mother, me!* Say the words softly and listen to the way they begin. Can you

think of other words which begin like *me*? Watch while I write *me* and *my*. We can hear that they begin alike. We can see that they do, too. I wonder if *mother* really does begin like *me* and *my*. (Write *mother* and compare. Add *me* and *my* as the first row on a new Sound Chart or call attention to the second Sound Chart [see page 115] made by the superior group in your room. Continue with scrapbook activities as suggested in unit plans for *Skip Along*.)

Reviewing initial consonants *b, c, ch, d, h, l, p, r, t*. I am thinking of an animal whose name begins like *look*. It says, "baa, baa." (Continue until an animal has been suggested for each sound.)

Supplementary Activities

1. *Preprimer Workbook*, page 22.
2. **Illustration.** Duplicate today's story for each pupil, or write it on the bulletin board. Have it read and illustrated.

UNIT 31

Under the Sky (pages 9-14)

Materials Needed

Pocket Card Holder

Word Cards

blue like Mother red

Father me my to

Phrase Cards

I like See the two

Rebus Cards

ball cap sweater sweaters

Procedure

Introducing new word and its meaning. Today we will need five new words. Four of them you can get for yourselves as you read. But here is one we need to think about. (Put *like* in the card holder.) It begins like *look*. (Write *look* on board.) Father gave Jerry a baseball, and Jerry said—(Build *I like my [rebus] ball* in card holder.) You know this word (indicate *I*); and this phrase (indicate *my ball*). Now think what Jerry would say. I _____ my ball. (Pause to let some child suggest *like*.) Of course the new word is *like*. Watch how it begins. (Trace *l*.) What new word do I want to write?

(Write li_____ and proceed in usual way.) Watch out! What word do I want to write? (Write loo_____.)

When Jerry tells us what he likes, he uses this sentence beginning. (Hold up *I like*.) If you should forget (hold up *like*), remember that it begins like *look*. Then think what Jerry said about his ball.

Developing ability to observe and interpret picture details and to predict outcomes; Reading from *Under the Sky* (page 9). The first one to find page 9 may read the title. Each of you tell one discovery we made on this page. If Alice thinks one sweater may be for Jerry, what will happen next? Turn and see if we are right.

Page 10. I discovered something about the size of the sweaters. So I know which one is for Jerry. Do you? The first one to discover who is talking may read the first three sentences. Maybe Alice doesn't know that one sweater belongs to her because she says—(Put *See the two [rebus] sweaters* in the card holder and have sentence read.) Now who will finish the page? If you had a new sweater, what would you do?

Page 11. Did Alice and Jerry do what you expected them to do? Jerry discovered something in the box that Alice didn't find. What was it? And I discovered that Mr. Jerry was in too much of a hurry. How do I know? The minute he has that sweater on, what does he say? Read two sentences to find out.

I see a new word in the next sentence. It begins like *blow*. If you remember who is talking and look at the right sweater, you can get the word. Who is ready? Of course the new word is *blue*. I didn't tell you that it was a color word. That would have been too easy. Can you find *blue* in another sentence and read it for us? Now who will finish the page? I expect Alice to make a discovery before the next picture. Do you?

Page 12. Were we right about Alice? The one to discover who is talking may read the first two sentences. I see another new word. It begins like—(Write *ride*.) Think who is talking and how the word begins; then read the next two sentences. Of course the new word is *red*. Now who will finish the page? What will the children do next?

Page 13. Is this what you expected them to do? Here is a new character. Who is she? Can you find her name two times? Who is talking to Mother? Read the first three sentences and find out what he says. The one who can start a sentence this way (hold up *I like*) may finish the page. Alice looks as if she sees someone. Could it be Father? Turn and see.

Page 14. So it was Father! Can you find his name two times on this page? Alice uses this word (hold up word card *me*) and talks about herself. The one who knows the word may read the first two sentences. The one who knows how to start the next two sentences (hold up *I like*) may finish the page. I am sure Father told Alice she looked lovely. But if I were he, I would warn her about something. What might he say? What will she do?

Page 15. I am sure you have made some interesting discoveries to talk about the next time we read. The minute I read the title, I know what Jerry will do next. Do you?

Oral reading in audience situation. (Again have two readers impersonate Alice and Jerry; have them try to show by their voices how surprised Alice was when she saw the sweaters and how much they both like the sweaters as they show them off to Father and Mother.)

Establishing sight vocabulary. You did very well on the new words when you had the book to help you. But do you know the words when they are all by themselves? (Put *to, my, me, blue, red, like, I like, Mother, Father* in holder.) Bring me the word which begins like *ride* and read it for me. The other color word! Our two new characters! Two words we use when we talk about ourselves! The word which begins like *top!* Like *look!* Bring and read the last card. (Arrange all cards in a word ladder. Have pupils climb up and down until word recognition becomes very accurate.)

Supplementary Activities

1. *Preprimer Workbook*, page 23.
2. **Bulletin board.** Have rebus cards for sweater and cap to right of bulletin board with appropriate words underneath the cards. To the left, have the following stories, using words not rebus. Be sure pupils are reading bul-

letin board stories and are learning to unlock words by picture dictionary techniques.

Alice

See me. See me.
See my red sweater.
See my red cap.

Jerry

Come and see me.
I like my blue sweater.
I like my blue cap.

UNIT 32

(To follow pages 9-14, *Under the Sky*)

DO NOT OMIT THIS UNIT

If a projector is available, use the Textfilm for *Under the Sky*, Frames 12-13. (See page 441.) Otherwise use the following procedure.

Materials Needed

Pocket Card Holder

Rebus Cards: dress hat

Procedure

Applying known vocabulary in new context. (Have the following story written on the board.)

See Me

Look, Father, look.
See me, Mother.
See my blue dress.
See my red hat.
I like my blue dress.
I like my red hat.
Come to me, Jip.
Come to see me.

Before we read the story, suppose we look at these cards. (Hold up rebus *dress*.) What does this card say? Now watch. (Reverse card to show word *dress*.) What do you think this word says? *Dress*, of course! If you were to forget this word, how could you help yourself? Yes, turn the card over. I will put the word *dress* in the card holder because we will use it in our story. (Repeat procedure with rebus card *hat*.) What does the

first word in the card holder say? Turn the card to be sure you are right. What does the second word say? Check to see that you are right. (THESE WORDS ARE NOT PART OF PRE-PRIMER VOCABULARY. HAVE PUPILS TURN CARDS IMMEDIATELY IF THEY HAVE ANY TROUBLE IN WORD RECOGNITION.)

One day Alice went to see Aunt Mary. When she came home she had a lovely new (indicate word card *dress*) and a lovely new (indicate word card *hat*.) She thought to herself, "I want everyone at home to—(indicate title and have it read). Then she called—(first two sentences). I hope the words in the card holder will not bother you when you see them in the story. If they do, you know what to do. Now read two more sentences. What does Alice want Mother and Father to do? Read two more sentences. How does Alice feel about her new clothes? She even wants Jip to see her. Finish the story and find out what she says. (Have several children take the part of Alice and reread the story.)

Developing ability to hear initial consonant sound s. Jerry has *some* tools. One of them is a *saw*. *Some, saw!* Say the words *softly* and listen to the way they begin. I will say three words for each of you. Tell me which two begin like *saw* (*boy, sun, sit*, etc). We can read a word which begins like *saw*. (Write *see* and have it read.) Our ears tell us that *saw* and *see* begin alike. Will our eyes tell us the same thing? (Write *saw* under *see* and compare. Add *see* to Sound Chart and continue scrapbook activities.)

Reviewing initial consonant sound j. Can you think of (write 10 on the board) words which begin like Jerry? Carl may make a mark on the board for each word that we remember. Then we can count the marks and see if we have more or less than ten. (Supply hints if necessary: *Jean, Jane, Judy, John, Jimmie, juice, job, July, June*, etc.)

Supplementary Activities

1. *Preprimer Workbook*, page 24.
2. **Bulletin board.** Put on the bulletin board the rebus cards and the story used in this unit. Have pupils draw an illustration for the story.

UNIT 33

Under the Sky (pages 15-20)

Materials Needed

Pocket Card Holder

Sentence Card

Rebus Cards

Word Card: on

Come on

ducks chicks

Procedure

Establishing sight vocabulary; Building the habit of left-to-right word scanning. Before we start reading, I want to write the names of the family. First there is—(Write F____, wait for someone to suggest *Father*, and then complete word. Continue in same way with M____, Je____, Ji____, A____.)

Introducing new word and its meaning; Developing ability to use context clues. One day Jerry saw a fire engine. Oh, how he did run! All the time he was calling to Alice—(Put *Come on* in card holder.) You know this word. (Indicate *Come*.) Now think what you would say if you were Jerry. *Come*—(Give motion with your arm which means *come on*; wait for someone to suggest *on*.) Of course the new word is *on*. What a little word it is! Watch how it begins. (Trace *o*.) What new word do I want to write? (Write o____ and proceed as usual.) Now read again what Jerry said. Don't forget this word. (Hold up *on*.)

Developing ability to observe and interpret picture details; Reading from *Under the Sky* (page 15). I thought I had discovered a circus animal, but it isn't an animal after all. What played a joke on me? (Give information about a giraffe if it is unfamiliar to children. Suggest that the man who made the slide must have seen a giraffe with its long neck down to the ground; that is what gave him the idea of the slide. Let children discover the sandbox and talk about fun in the sand.) How many pails did you discover? Look again. I think Alice played a joke on you. (Discuss the making of sand molds.)

Who is ready to read the title? Who said "Here I go"? Where do you think he is going? Let's turn and see.

Pages 16-20. (Have each page read silently as a unit; then orally. On page 19 have the sentence beginning, *I like*, and the sentence *Come on* read before the page is read silently. Lead

pupils to predict that Alice will not stand around forever watching Jerry slide. Have them predict what will happen on page 20.)

Page 21. I have made three important discoveries. Tell me why each one is true. This is not the same day as the slide story. This is not the same place. Alice sees something interesting. Now read the title and tell why it is a good one for a swing story.

Oral rereading. (Conduct in usual way.)

Establishing sight vocabulary; Developing accurate word recognition. Jerry told Alice to come—(Write *on* and have it read.) Keep your eyes open. I am going to add a letter. (Add *e* to form *one*.) Now what does the word say? (Erase and add *e*, several times. Each time have the word read.)

What does this word say? (Write *me*.) Now what does it say? (Change the *e* to *y* to form *my*. Repeat several times.)

Supplementary Activities

1. *Preprimer Workbook*, page 25.
2. **Bulletin board.** Have rebus cards for ducks and chicks at right of bulletin board with appropriate words underneath cards. To the left, have the following story, using words not rebus.

The Ducks
Come here, Mother.
Come and see the ducks.
I like ducks, Mother.
Come to me, ducks.
Come to me.
Look Mother.
Here come the ducks.

Have pupils draw an illustration of either Alice or Jerry and Mother with the ducks.

UNIT 34

(To follow pages 15-20, *Under the Sky*)

DO NOT OMIT THIS UNIT

If a projector is available, use the Textfilm for *Under the Sky*, Frames 14-15. (See page 441.) Otherwise use the following procedure.

Materials Needed

Pocket Card Holder

Rebus Cards: ice-cream cake

Procedure

Applying known vocabulary in new context. (Have the following story written on board in manuscript writing.)

Ice-cream and Cake

Come here, Alice.

Come here to me.

See the ice-cream.

See the cake.

Mother, Mother.

I like ice-cream.

I like cake.

Here come Father and Jerry.

Come on, Jerry, come on.

Before we read, suppose we look at these cards. What does this card say? (Hold up rebus card *ice-cream*.) What does this word say? (Reverse card to show word *ice-cream*.) If you were to forget this word, how could you help yourself? Yes, turn the card over. (Put word card *ice-cream* in card holder; then repeat procedure for rebus *cake*. REMEMBER, THESE WORDS ARE NOT PART OF PREPRIMER VOCABULARY. HAVE PUPILS TURN CARDS IMMEDIATELY IF THEY HAVE ANY TROUBLE IN WORD RECOGNITION.)

One hot summer day Mother had a surprise for the family. I think the title tells the surprise. Who will read it? Use your helpers in the card holder to tell you the words. Next Mother calls Alice (first four sentences). Then Alice says—(rest of story). Have some child take the part of Alice, another of Mother, and have the story reread.

Developing ability to hear the initial consonant sound *f*. Say the word *Father* softly and listen to the way it begins. Father said, "This is *fine* cake." What other word begins like *Father*? (Continue to suggest words until children suggest several of their own. Add the word *father* to the Sound Chart. Continue scrapbook activities.)

Reviewing initial consonant sound *b*. (On the board draw a ladder ten steps high.) On each step of this ladder can we put

a word which begins with the same sound as *ball*? Try to think of words which are not pictured on our Sound Chart. (Give hints to suggest *bacon, bend, biscuit, board, button*, etc. As each word is written, call attention to initial *b*.)

Supplementary Activities

1. *Preprimer Workbook*, page 26.
2. Bulletin board. Have the rebus cards and the above story written on the bulletin board. Have pupils illustrate the story.

UNIT 35

Under the Sky (pages 21-24)

Materials Needed

Pocket Card Holder	Phrase and Sentence Cards	
Word Cards	Alice and Jerry	I see
and Mother ride	Here comes Alice	Jump on
blue red You	I can	on and on
Reading Readiness Picture	I can go	See me go
Cards 41, 45	I like (2)	up up up

Procedure

Vocabulary recall. (Have the following sentences built up in card holder: *I see Mother, Here comes Alice, I like red and blue, I like Alice and Jerry, I can ride, I can go on and on, Jump on, See me go up up up.*) How quickly can you read a sentence and take the cards from the card holder? (The same cards may be used for a word ladder and a phrase ladder.)

Introducing new word and its meaning. When I talk about myself I use this word (write *I*) and this word (write *me*.) When I talk about other people, about the boys and girls in this room, I say, "*You* may read. *You* may go to the library table." When we talk about other people, we use the word—(Put *You* in card holder and wait for children to suggest *You*.) Watch how *You* begins. (Trace *Y*; then *y*.) What new word do I want to write? (Write *y*—; then *Y*—; proceed in usual way.) If *you* remember the word we use when we talk about someone else (hold up *You*), you can have a good time swinging with Alice.

Developing ability to observe and interpret picture details; Reading from *Under the Sky* (page 21). What discoveries did

we make when we looked at this picture before? If Alice sees someone, whom do you expect to see in the next picture? Read the title quickly so that we can turn and see.

Page 22. You were right. Here is Jerry. I discover that he is a bit careless. The one who can tell me why may read the page.

Page 23. Now Jerry is using his head. The one who knows why may go on with the story. Do you think Alice will go on swinging forever? What may happen next?

Page 24. (Discuss "pumping" in a swing.) I know Alice is talking about someone besides herself, because I see this word. The one who knows it may read the page. (Hold up *You*.)

Page 25. I am sure you are thinking, "Who is this?" It is May, Alice's best friend. *May* begins like *Mother*. So of course you can find her name in the title. Of course you know what she has (wait for someone to suggest *kittens*), and of course you can find *kittens* in the title. Who will read the title? I am not sure the kittens belong to May. Why do I say that?

Oral reading. (Have some child impersonate Alice and read the entire story "Up and Down.")

Establishing sight vocabulary. "*Magic*": When you see a magician, you often see him turn one thing into another. I am going to be a magician. Watch carefully. (Write *on* and have it read; then have children close eyes while you change *on* to *one*. Continue with *me-my*, *like-look*, *red-ride*, *the-three*, *to-two*.)

Supplementary Activities

1. **Preprimer Workbook**, page 27.
2. **Bulletin board.** On the bulletin board put Reading Readiness Picture Cards 41 and 45, with appropriate words underneath the cards; have the following story beside the cards. Proceed in usual way.

Jerry and Jip

Come on, Jip.

You can come.

Look, Jip, look.

I can see the frog.

I can see the turtle.

You can see the frog and turtle.

Look down here, Jip.

UNIT 36

(To follow pages 21-24, *Under the Sky*)

DO NOT OMIT THIS UNIT

If a projector is available, use the Textfilm for *Under the Sky*, Frames 16-17. (See page 441.) Otherwise use the following procedure.

Materials Needed

Rebus Cards: butterfly flowers Pocket Card Holder

Procedure

Applying known vocabulary in new context. (Have the following story written on the board.)

Mother and Alice
Come here, Mother.
You like flowers.
I see blue flowers.
I see red flowers.
Mother, Mother.
Can you see the butterfly?
See the butterfly on the flowers.
Look, Mother, look.

(Use the rebus cards in the same way as in Units 32 and 34. Suggest that Alice and Mother are in the flower garden. REMEMBER THE WORDS ON THE REBUS CARDS ARE NOT PART OF THE PREPRIMER VOCABULARY. HAVE CHILDREN TURN CARDS IMMEDIATELY IF THERE IS ANY TROUBLE WITH WORD RECOGNITION.)

Developing ability to hear initial consonant sound g. Alice is a *girl*. Say the word *girl* and listen to the way it begins. One day I saw Alice *go* out the *gate* to play *games* with May. What other words begin with the same sound as *girl*? (Continue in usual way. Add the word *go* to Sound Chart after showing on board that *go*, *girl*, *game*, etc., begin alike. Continue scrapbook activities.)

Reviewing initial consonant sound c. (Write *can* and *come* on the board.) Can we think of (write *11* on the board) words which begin like *can* and *come*? Who will keep score by drawing

a little mark on the board for each word we remember? Then we can count the marks to see if we have more or less than eleven.

Supplementary Activity

1. **Bulletin board.** Have the rebus cards and today's story on bulletin board. Have pupils draw a picture of the garden to be used as illustration for the story.

UNIT 37

Introduction to pages 25-28, *Under the Sky*

Materials Needed

Pocket Card Holder

Word Cards

kittens May play

little My with

Phrase Cards

like to play See my

little kittens (2) with me

Procedure

Introducing new words and their meanings; Building habit of left-to-right word scanning. The other day we met Alice's best friend and her name was—(Pause for suggestion and put word card *May* in card holder.) *May* (trace *M*) begins like—(Wait for suggestion *Mother*; then write both words on the board.) But the rest of each word is very different. Take careful camera pictures with your eyes. (Erase words.) Tell me what word I want to write. (Write *Ma*____; wait for suggestion *May*; then complete word. Repeat with *Mo*____.)

May's pets were—(Wait for suggestion *kittens*; then add the word card *kittens* to card holder.) We have never had a word which begins like this. (Trace *k*.) So when I write (write *k*____), you will know I have started to write—(Wait for suggestion and complete word.)

Now get the new word by yourselves. (Build *See my little kittens* in card holder.) You know this sentence beginning. (Indicate *See my*.) You know this word. (Indicate *kittens*.) Think about your new word. It begins with the same sound as *like* and *look*. *See my l*____ *kittens*. (Repeat until someone suggests *little*.) Of course the new word is *little*. I didn't even have to tell you that the new word told the size of the kittens. That would

have been too easy. Read the sentence again. Now look at the way *little* begins. (Hold up word card and trace *l*.) Watch these two tall letters with the line crossing them. (Trace *tt*; then reverse card to show capitalized form.) When you see this much of the word (write *li*____) and then these two tall letters (write *tt*____), you will know that I am writing—(Wait for suggestion; then complete word.)

What word do I want to write now? (Write *Ma*____; then *k*____; then *litt*____; and repeat procedure.)

Now help yourselves again. (Build *My little kittens like to play*.) You know all but the last word. (Indicate *play*.) It begins like *parasol* and *please* and *place*. *My little kittens like to pl*— (Repeat sentence until someone suggests *play*.) Of course the new word is *play*. Watch how *play* begins. (Hold up word card and trace *pl*. Reverse and trace *Pl*.) What word do I want to write? (Write *pl*____ and use usual procedure.)

Now put on your thinking caps again. (Add *with me* to sentence *My little kittens like to play*.) You know the last word. (Indicate *me*.) I'll tell you one thing about the new word. It begins like *window*. Now think. *My little kittens like to play w*____ *me*. (Repeat until someone suggests *with*.) Of course the new word is *with*. When we play, we always play *with* someone or something. Watch how *with* begins. (Hold up word card and trace *w*.) What new word do I want to write? (Write *w*____ on board and use usual procedure. Review all new words by again writing *Ma*____, *k*____, *litt*____, *pl*____, and *w*____. As each word on the board is completed, have the word card read and placed to the side of the card holder to form a word ladder.)

Now how many of you can climb up and down the word ladder? If these words (indicate *little*, *play*, *with*) should trouble you read the sentences in the card holder and help yourself. If you can remember these new words tomorrow as well as you do today, we can read all the story of "May and the Kittens."

Establishing sight vocabulary; Developing accurate word recognition. And now suppose we play "Magic." Close your eyes. (Write *on* on the board.) Open your eyes. What word did I write? (Continue with *one*, *May-Mother*, *like-look-little*, *can-come*, *the-three*, *me-my*, *red-ride*.)

Supplementary Activities

1. *Preprimer Workbook*, page 28.
2. Bulletin board. Have the following story written on the bulletin board. Have pupils read and illustrate story.

My Kittens
 Two little kittens
 To play with me!
 I like my kittens,
 My kittens like me.
 Come here, Alice.
 Come here and see.

UNIT 38

Under the Sky (pages 25-28)

Materials Needed

Pocket Card Holder	Phrase Cards	
Word Cards	can jump	My little kitten
May kitten two	can play	See my
One kittens with	jump and play	See my kitten
play little	like to play	The kittens
Reading Readiness Picture	little kittens	with you
Cards 13, 15		

Procedure

Vocabulary recall. I hope you remember our new character. (Put word card *May* in card holder.) And the pets she had! (Add *kittens*.) And their size! (Add *little*.) What they liked to do! (Add *play*.) You like to have someone with whom to play. The word *play* likes company, too. Here is (add *with*) the word which goes with *play*. Now bring me the name of the animals. The name of the girl! The word which tells about the kittens! The last two words, and read what they say! (If any word causes trouble, repeat procedure.)

Developing ability to understand meaning of plurals and to recognize basic forms in derived words. (Build *two kittens* in card holder and have the phrase read.) Show me the word *kittens*. *Kittens* means more than one. Watch while I write *kittens* on the board. Remember *kittens* means more than one. One

kitten (put *One kitten* in card holder) was black. Look at the phrase which says *One kitten*. Show me the word *kitten*. Watch while I write *kitten*. *Kitten* (indicate written word) means just one kitten. How are the two words different? I see the word *kitten* inside the word *kittens*. (Draw a line under *kitten* in *kittens*.) Remember this word (hold up *kitten*) means _____. This word (hold up *kittens*) means _____.

Preparation for reading from *Under the Sky*. (Have the following sentences built up in card holder: *See my two little kittens, One kitten can play with you, The kittens like to play, My little kitten can jump, See my kitten jump and play.*)

Every day you are reading better and better. The better you read, the longer sentences you will be able to read. Here are a few for you to try. I think May's best friend has come to see her, and May says—(first sentence). May isn't a bit selfish. She wants Alice to have a kitten to play with, but not to keep. What does she say? (Second sentence.) Alice knows the kittens do not belong to her. What does she say about them? (Third sentence.) May discovers that her kitten can do a trick. Read the next sentence. What is the trick? Now May discovers that the kitten can do two things. Read the next sentence to find out what they are. (Have sentences reread until length causes no more trouble.)

Reading from *Under the Sky* (pages 25-28); Developing ability to observe and interpret picture details and to predict outcomes. (Have pupils discover that the color of May's eyes and hair and the way her hair is combed distinguish her from Alice; also that the color of the kittens and their paws are their distinguishing characteristics. On each page lead pupils to make pertinent discoveries and to anticipate what may happen next. Have the pages read in the usual way.)

Page 29. Is it still autumn? What other discoveries can you make about the new story? Because I can read the title, I think there will be something besides leaves in that wheelbarrow before long. Read the title and tell what you expect to happen next.

Oral reading in audience situation. (Have two girls impersonate Alice and May while the rest of group close books to listen.)

Establishing sight vocabulary. (Use the game "Magic" with the following words: *play-with, like-look-little, can-come, the-three, to-two, me-my, on-one, red-ride, Mother-May, Jump-tip.*)

Supplementary Activities

1. *Preprimer Workbook*, page 29.
2. **Bulletin board.** Have Reading Readiness Picture Cards 13 and 15 on bulletin board with the word *cat* under Card 13. Also have the following story.

Cat and Kittens

Look, May, look.

I see a mother cat.

I see three kittens.

Come here, little kittens.

Here comes the mother cat.

Here come the kittens.

UNIT 39

(To follow pages 25-28, *Under the Sky*)

DO NOT OMIT THIS UNIT

If a projector is available, use the Textfilm for *Under the Sky*, Frames 18-19. (See page 441.) Otherwise use the following procedure.

Materials Needed

Pocket Card Holder

Rebus Cards: hoop top

Procedure

Applying known vocabulary to new context. (Have the following story written on the board.)

Play with Me

Come on, May.

Come and play with me.

See my hoop and my top.

You can play with my little top.

I can play with my hoop.

Here I go, May.

See my hoop go, go, go.

(Use the rebus cards in the same way as in Units 32 and 34. Suggest that May comes to play at Alice's house. REMEMBER, THE WORDS ON THE REBUS CARDS ARE NOT PART OF THE PREPRIMER VOCABULARY. HAVE CHILDREN TURN CARDS IMMEDIATELY IF THERE IS ANY TROUBLE IN WORD RECOGNITION.)

Developing ability to hear initial consonant sound *k*. Say the word *kitten* and listen to the way it begins. Jerry is making a *kite* on the *kitchen* floor. What other words begin with the same sound as *kitten*? (Continue to suggest words: *key*, *kindergarten*, *kettle*, *king*, etc. Because of possible confusion of *k* and *c*, do not call on children for suggestions. Add the word *kittens* to Sound Chart and suggest the addition of pictures of a kite, a kettle, a key, etc., to fill out the row.)

Reviewing initial consonant sound *d*. On each step of this ladder can we put a word which begins like *duck*? (Draw a twelve-step ladder on board. When words have been suggested and written, call attention to the fact that each word begins with the same letter and sound. Try to use words not on Sound Chart.)

Supplementary Activity

Bulletin board. Have the rebus cards and today's story on the bulletin board. Have pupils illustrate story.

UNIT 40

Under the Sky (pages 29-32)

Materials Needed

Pocket Card Holder	Phrase and Sentence Cards
Word Cards	Here you go to ride (2)
Father my with	I like You may ride
mother want	I want You want
Reading Readiness Picture	May I go
Cards 58, 60	

Procedure

Introducing new words and their meanings. One day Alice fell and hurt her knee. She was at May's house with Jerry.

Jerry and May tried to help her, but Alice said—(Build *I want my mother* in card holder.) You know this word (indicate *I*) and this phrase (indicate *my mother*). The new word (indicate *want*) begins like *with*. Think how the new word begins. Think what Alice would say. I w_____ my mother. (Repeat until someone suggests *want*.) Of course the new word is *want*. Watch how *want* begins. (Hold up word card *want* and trace *w*.) Now read again what Alice said. Tell me what word I have started to write. (Write *wa*____; wait for suggestion *want*; then complete word.)

Before long, the knee was bandaged. Father drove up in the car and Alice said—(Build *May I go with Father, I like to ride*.) Mother said—(Add *You may ride*.)

Developing ability to observe and interpret picture details and to predict outcomes; Reading from *Under the Sky* (page 29). What discoveries did we make the last time we saw this page? (Be sure to note that it is still autumn and that it is probably Saturday afternoon since Father is at home.) Read the title and tell what it makes you think will happen next.

Page 30. Have you discovered another tool? I think I know exactly what Father is doing. Do you? If you can read this sentence (indicate *You may ride* in card holder), you can read the whole page to find out what Father called to Alice.

Page 31. Is this what you expected would happen next? If you can read these sentence beginnings (hold up *I want* and *I like*), you can read and find out how Alice answered Father. Now what do you expect will happen next?

Page 32. I think Father is saying—(Put *Here you go* and *You want to ride* in card holder and have sentences read. Have the page read silently; then orally.) I wonder how the story really ends. If there is a big pile of leaves in one corner of the yard, Father might play a joke on Alice and Jerry. What might he do? Or he might do something else, and all three of them might stand a long distance away to watch something. What would they watch?

Page 33. I have discovered what kind of store this is. Have you? Do you like the interesting old storekeeper? If

you were going to buy something, what would it be? What colors do you see in the picture? I discover two colors in the title, too. Read and see if you do. The title makes me suspect that the one who comes to the store will get something _____.

Oral reading in audience situation. (Proceed in usual way.)

Extending meaning of the word *may*. Sometimes *May* is the name of a little girl. (Write *May* on the board.) But when Mother said to Alice, "You may ride," (write *may* under *May*) she meant, "I will let or allow you to ride." The word *may* has two different meanings. We have to think about that when we read.

Establishing sight vocabulary of sentence beginnings. Help me to complete these sentences. (Write *I l_____ to play* on the board. Have someone suggest *like*; then complete sentence and have it read. Repeat procedure with *I w_____ to ride*, *I c_____ jump*, *I s_____ Jerry*.)

Establishing sight vocabulary; Developing accurate word recognition. We found that *with* (write *with* on board) and *want* (write *want*) begin alike; but the rest of each word is very different. If I see (trace *wi* in colored chalk) I know that I want to write—(Write *wi_____* in another place on board; wait for suggestion *with*; then complete word. Repeat procedure with *wa* for *want*.)

Supplementary Activities

1. *Preprimer Workbook*, page 30.
2. **Bulletin board.** Put the Reading Readiness Picture Cards 58 and 60 on the bulletin board with appropriate words underneath the cards. To the left have the following story.

My Tricycle

Look here, May.
See my little tricycle.
Come and ride with me.
You can ride on my tricycle.
Here you go. Here you go.

Have pupils read and illustrate story.

UNIT 41

(To follow pages 29-32, *Under the Sky*)

DO NOT OMIT THIS UNIT

If a projector is available, use the Textfilm for *Under the Sky*, Frames 20-21. (See page 441.) Otherwise use the following procedure.

Materials Needed

Pocket Card Holder

Rebus Cards: barn horse

Procedure

Applying known vocabulary in new context. (Have the following story written on the board.)

The Horse

Come to the barn, Jerry.
Come to the barn with me.
I want you to see my horse.
You may ride my horse.
Jump on, Jerry, jump on.
I want to see you ride.
Here you go, here you go.

(Use the rebus cards in the same way as in Units 32 and 34. Suggest that Jerry is visiting on a farm and that the farmer is the one who is talking. REMEMBER, THE WORDS ON THE REBUS CARDS ARE NOT PART OF THE PREPRIMER VOCABULARY. HAVE PUPILS TURN CARDS IMMEDIATELY IF THERE IS ANY TROUBLE WITH WORD RECOGNITION.)

Developing ability to hear initial consonant sound *w*. Say the word *watch* and listen to the way it begins. I look out the *window* and I see the *wind* blow. (Continue to suggest words until pupils begin to suggest words of their own.) We can read two words which begin like *watch*. (Write *with* and *want*.) We hear that *with*, *want*, and *watch* begin alike. Let's see if they do. (Write *watch* and compare. Add the words *with* and *want* to Sound Chart and continue scrapbook activities.)

Reviewing initial consonant sound *f*. Suppose we have some fun going hunting for things in the pictures in *Under*

the Sky which begin like *Father* (*feet, fingers, flowers, fence, face*, Mother *fixing* Jerry's sweater, etc.).

Supplementary Activities

1. *Preprimer Workbook*, page 31.
2. Bulletin board. Have today's story and rebus cards on bulletin board. Have pupils illustrate story.

UNIT 42

Introduction to pages 33-38, *Under the Sky*

Materials Needed

Pocket Card Holder	Phrase and Sentence Cards	
Word Cards	Here comes Jerry	Jip wants
good something	Here I come	something good
is store	Here is	to the store
Reading Readiness	I want	
Picture Cards 6, 8		

Procedure

Introducing new words and their meanings; Building habit of left-to-right word scanning. (Hold up page 33, *Under the Sky*.) I rather imagine that in our story someone is going—(Put *to the store* in the card holder and have phrase read.) The picture helped you to get the new word. What is it? Show me the word *store*. Watch how *store* begins. (Trace *st*.) What word do I want to write? (Write *st*—; then complete word in usual way.)

Of course you go to the store to get *something*. (Put *something* in card holder.) *Something* begins like *see*. (Trace *s*.) Notice what a long word *something* is. What new word will I write now? (Write *so*— and repeat usual procedure.)

I am sure whoever goes to the store will get—(Put *something good* in card holder.) Help yourselves. The new word begins like *go*. Something *g*—. (Repeat until someone suggests *good*.) Of course the new word is *good*. Watch how *good* begins. (Trace *g*.) What new word do I want to write now? (Write *goo*—; then complete word in usual way.)

Often when children come to the store, they point to something and say—(Build *Here is something good* in card

holder.) You know all the words except—(Indicate *is*.) Remember that the children are pointing. Here _____ something good. (Repeat until someone suggests *is*.) Of course the new word is *is*. We have never had a word before which begins quite like this one. (Hold up word card *is*.) Notice the dot over the first letter. If I write—(write *i*_____ on board), you will know that I want to write—(Wait for suggestion *is*; then complete word. Review in same way *store*, *something*, *good*. Remove phrase cards; arrange word cards *is*, *good* *something*, *store*, in a column; have children read up and down the ladder.)

Developing ability to see basic words in derived forms. One day Alice and Jip came to the store. Alice said—(Build *I want something good*.) Show me the word *want*. (Write *want* on the board.) What word did I write? Then Alice said—(Substitute *Jip wants* for *I want* and have the sentence read.) Show me the word *wants*. What does this word say? (Write *wants* under *want*.) How are the two words different? I see the word *want* in the word *wants*. (Draw a line under *want* in *wants*.)

Just then the door opened and in came Jerry, saying—(Add *Here I come*.) The storekeeper said—(Add *Here comes Jerry*.) What does this word say? (Write *come*.) And this! (Write *comes*.) Who can draw a line under the word *come* in the word *comes*? (Play the game "Magic" until the *s* forms of *want* and *come* are accurately recognized.)

Introducing the use and meaning of question mark and period. When Alice asks Mother if she may go to the store, she says—(Write *May I go?*) She asks a question. So we put this mark at the end of the sentence. (Indicate question mark.) We call it a question mark. Mother generally says—(Write *You may go*.) Mother tells Alice something. So we put this mark (indicate period) at the end of the sentence. We call it a period. Who will read the question and show us the question mark? The sentence which tells something, and show us the period?

Tomorrow we will visit that interesting store.

Supplementary Activities

1. *Preprimer Workbook*, page 32.
2. Bulletin board. Have Reading Readiness Picture Cards

6 and 8 on bulletin board with appropriate words underneath cards. To the left have the following story.

The Bus Ride

Here comes the bus.
 I see the bus driver.
 Look Alice. See the bus driver.
 Jump on, jump on.
 You want to ride the bus.
 I want to ride the bus.
 Mother can ride with me.

UNIT 43

Under the Sky (pages 33-38)

Materials Needed

Pocket Card Holder	Phrase and Sentence Cards	
Word Cards	Alice wants	May I go
good store	Here comes Alice	something good
is something (2)	Here is	to the store
Reading Readiness		
Picture Cards 17, 19		

Procedure

Vocabulary recall. (Have the following sentences built up in the card holder: *May I go to the store, Here comes Alice, Alice wants something, Here is something good.* Have the word cards, listed above, in a column at the right.) How quickly can you read the sentences? Now suppose each of you reads up and down the word ladder. If any word troubles you, read the sentence in which you find it, and help yourselves.

Developing ability to observe and interpret picture details and to predict outcomes; Reading from *Under the Sky* (page 33). Each of you may tell one interesting thing you discover in the store. Now read the title. What do you expect the storekeeper to sell that will be red and blue? What will happen in the next picture?

Page 34. We weren't quite right that time, were we? Whose room is this? How many interesting things can you

discover? In the first three sentences Jerry tells Mother something. I know because I see periods at the ends of the sentences. Can you find the periods? Now read what Jerry tells Mother. In the last two sentences he asks questions. Find the question marks. Now ask Mother the questions just as Jerry would.

Page 35. What has happened since the last picture? Is Alice going, too? How do you know? Read the page silently. Find out what Father says to Jerry.

Page 36. Have you changed your minds? Is Alice going? What is she telling Jerry to do? Now read and find out exactly what Alice wants from the store. How many things does she want? Watch out for Jerry. See if he gets them all.

Page 37. What did Alice tell Jerry to do before he bought anything? Is he following directions? Turn back to page 33 to see at what he is looking. If he buys the doll, will it be red? Blue? Good? Read and see if he is thinking about buying the doll.

Page 38. Again Jerry fooled us! Check on Jerry. Did he buy something red? Blue? Good? How many things did Alice tell him to buy? How many things did he really buy? Is four more than three? What things will he give to Alice? What will be left over? What will he do with it? Then three things and one thing are _____ things. Jerry has two balloons in one hand, two lollipops in the other. Then two and two are _____. Now read silently to find out what Jerry said to Alice. If you could see them a few minutes later, what would they be doing?

Page 39. Suppose we read the title first. Now discover three things on which you could ride. (Discuss thoroughly the idea that the train, boat, and airplane are *big*. Distance makes big things look small.)

Oral reading in audience situation. (Choose one child to be Father, another Alice, another Jerry. Proceed in usual way.)

Establishing sight vocabulary; Developing accurate word recognition. Suppose we take some good camera pictures with our eyes. Look carefully at this word. (Write *look*.)

When the camera clicks (when word is erased), tell me what picture you took. (Use *look-like-little*, *can-come*, *go-good*, *jump-Jip*, *me-my*, *on-one*, *red-ride*, *see-something-store*, *to-two*.)

Supplementary Activities

1. *Preprimer Workbook*, page 33.
2. **Bulletin board.** Have Reading Readiness Picture Cards 17 and 19, with appropriate words underneath them, at right of bulletin board. To the left have the following story.

Sheep and Lambs

Come here, Jerry.

Come here and see.

See the mother sheep.

See the little lambs.

Play with me, little lambs

UNIT 44

(To follow pages 33-38, *Under the Sky*)

DO NOT OMIT THIS UNIT

If a projector is available, use the Textfilm for *Under the Sky*, Frames 22-23. (See pages 441-42.) Otherwise use the following procedure.

Materials Needed

Pocket Card Holder

Rebus Cards: ball bat

Procedure

Applying known vocabulary in new context. (Have the following story written on the board.)

Ball and Bat

Come on, Jerry.

Here is something you want.

Here is something you like.

See my ball and my bat.

I can bat my ball.

Look, Jerry, look.

See my ball go.

(Use the rebus cards in the same way as in Units 32 and 34. Suggest that Jerry's best friend, Jack, has just received a new ball and bat for his birthday. REMEMBER, THE WORDS ON THE REBUS CARDS ARE NOT PART OF THE PREPRIMER VOCABULARY. HAVE PUPILS TURN CARDS IMMEDIATELY IF THEY HAVE ANY TROUBLE WITH WORD RECOGNITION.)

Developing ability to hear initial consonant sound *th*. Say the word *three* and listen to the way it begins. When Mother sews, she uses *thread* and a *thimble*. (In order to avoid any confusion of voiced and unvoiced sounds of *th*, continue to suggest *thin*, *thick*, *thumb*, *thermometer*, etc. Add the word *three* to Sound Chart and tell pupils exactly what pictures to look for to fill out the row. Continue scrapbook activities.)

Reviewing initial consonant sound *h*. Can you read this number? (Write 13.) Can we remember thirteen words which begin like *hoop*? Who can count and write the right number as we say the words? (Give hints if necessary to help pupils attain score: *house*, *home*, *heel*, *hair*, *help*, *he*, *hall*, *hand*, *head*, *hop*, *happy*, *hat*, *here*, *horn*, etc.)

Supplementary Activities

1. *Preprimer Workbook*, page 34.
2. **Bulletin board.** Have today's story and the rebus cards on the bulletin board. Have pupils illustrate story.

UNIT 45

Review of pages 2-38, *Under the Sky*

Reread the first thirty-eight pages of the book. Pupils enjoy putting their chairs in a circle and calling this a reading party. Each pupil and the teacher may read a page. Ask occasional questions to stimulate interest. Keep watch for words, phrases, or sentences which cause trouble. Put in card holder all word cards used so far. Have each pupil see how fast he can read and remove cards. Use this device to test growth in sight vocabulary.

UNIT 46

Under the Sky (pages 39-44)

Materials Needed

Pocket Card Holder

Phrase Cards

Word Cards

I like

airplane boat kitten train

in big boats

airplanes boats kittens trains

to ride

big in

Reading Readiness

Picture Cards 50, 44, 34

If a projector is available, use the Textfilm for *Under the Sky*, Frames 24-28 before beginning this unit. (See page 442 for directions.)

Procedure

Introducing new words and their meanings. (Have the Reading Readiness Picture Cards, with appropriate words underneath them, in card holder.) Take a good eye picture of each picture and the word underneath it. Away back in *Here We Go* we learned that this word (hold up *airplane*) said —. And this said—(Hold up *boat*.) And this—(Hold up *train*.)

We know that this word says—(Add *kitten* to card holder.) And this word says—(Add *kittens*.) Then this word says—(Add *airplane*.) And this word says—(Add *airplanes*.) Then of course you know—(Add *boat*, *boats*; *train*, *trains*.) What word did I write? (Write *train* on board.) How many trains does this word mean? Now what does the word say? (Add *s* to *train*.) How many trains does this word mean? Draw a line under the word *train* in the word *trains*. (Repeat with *airplane* and *boat*.)

Now help yourselves. (Build *I like to ride in boats* in card holder.) You know all the words except this one. (Indicate *in*.) Read the sentence and skip over the new word. I like to ride _____ boats. (Repeat until someone suggests *in*.) Where do you ride? *In* boats of course. Show me the new word *in*. Take a good camera picture with your eyes. What new word do I want to write? (Write *i*_____ and proceed in usual way.)

Now what does the sentence say? (Substitute *trains*, then *airplanes*, for *boats*.)

You can't ride in Jerry's toy boat. It is too little. I am sure this is what you would like to do. (Build *I like to ride in big boats*.) Help yourselves again. The new word (indicate *big*) begins like *boats*. I like to ride in b_____ boats. (Repeat until someone suggests *big*.) Of course the new word is *big*. Watch how *big* begins. (Trace *b*.) Take a good camera picture of the next letter. (Trace *i*.) Then when I write (write *bi*_____), you will know I want to write —. (Wait for suggestion *big*; then complete word.) When I write (write *boa*_____), you will help me to finish the word —.

Now help me to complete some more of our new words. (Write a_____ for *airplane*, a_____s for *airplanes*, tr_____ for *train*, tr_____s for *trains*, bo_____ for *boat*, bo_____s for *boats*, and *bi*_____ for *big*.) I will finish the last word myself. (Write *in*.) What does it say? (Put all words listed under Materials Needed in a column in the card holder. Have pupils read up and down the word ladder.)

Developing ability to observe and interpret picture details and to predict outcomes; Reading from *Under the Sky* (pages 39-44). (Have pupils make pertinent discoveries in each picture, predict what may happen in the next picture, and read each page in the usual way. Have the story re-read orally by page units. Be sure to stress use of correct term basket *cart*, as the word *cart* will be needed in later units.)

Developing ability to see basic words in derived forms. Every day you grow a little. Suppose we make some words grow. What does this word say? (Write *want*; then change to *wants*. Continue with *see*, *sees*; *jump*, *jumps*; *come*, *comes*; *look*, *looks*; *like*, *likes*; *play*, *plays*; *ride*, *rides*; *kitten*, *kittens*; *store*, *stores*; *airplane*, *airplanes*; *boat*, *boats*; *train*, *trains*.)

Establishing sight vocabulary; Developing accurate word recognition. (Write *Here is Jip* and have sentence read.) This word says—(Indicate *is*.) Watch while I trace it. (Trace several times. Then erase sentence.) What does this word say when it is all by itself? (Write *is*. Repeat procedure with *in* by writing *I ride in boats*. Then play the game "Magic" with the words *is* and *in*.)

Supplementary Activities

1. *Preprimer Workbook*, pages 35-36.
2. Bulletin board. Put the words *airplane, airplanes, boat, boats, train, trains, store, stores, kitten, kittens* on bulletin board. Have pupils cut and mount pictures which express the meaning of individual words.

UNIT 47

(To follow pages 39-44, *Under the Sky*)

DO NOT OMIT THIS UNIT

If a projector is available, use the Textfilm for *Under the Sky*, Frames 29-30. (See page 442.) Otherwise use the following procedure.

Materials Needed

Pocket Card Holder

Rebus Cards: bicycle football

Procedure

Applying known vocabulary in new context. (Have the following story written on the board.)

I Want Something

Come here, Mother.

Come to the store with me.

See the big red bicycle.

See the big football.

I can ride the bicycle.

I like to play football.

I want the bicycle and football.

(Use the rebus cards as in Units 32 and 34. REMEMBER, THE WORDS ON REBUS CARDS ARE NOT A PART OF PREPRIMER VOCABULARY.)

Developing ability to hear initial consonant sound *sh*. Say the word *sheep* and listen to the way it begins. Now say *she* and *ship*. What did you discover? (Continue in usual way. Add a picture of a *sheep* or *shoe* to Sound Chart. Continue scrap-book activities.)

Reviewing initial consonant sound *k*. I will say three words to each of you. Tell me which one begins like *kitten* (*pan, kettle, dish; dining-room, bedroom, kitchen, etc.*).

Supplementary Activities

1. *Preprimer Workbook*, page 37.
2. Bulletin board. Put today's story and the rebus cards on bulletin board. Have pupils read and illustrate story.

UNIT 48

Under the Sky (pages 45-50)

Materials Needed

Pocket Card

Holder

Word Card

puppy

Phrase Cards

Here is

Good puppy

good puppy

something good

something little

something you like

something you want

Procedure

Introducing new word and its meaning. The last time we read we saw someone, not Mother, and she had a—(Put word card *puppy* in card holder.) Our picture helped us to get this word. Watch how *puppy* begins. (Trace *p*; reverse card and trace *P*.) Take a careful eye picture of this next letter. (Indicate *u*.) Then you can help me complete what word? (Write *pu*—; wait for suggestion *puppy*; then complete word.)

Do you think the lady we saw in the picture will keep the puppy, or has she a little boy or girl who might like it? I am sure if she gives the puppy to a boy or girl, she will say—(Build *Here is something you want*. Change to read *Here is something you like*; then to *Here is something little*.) I am sure the boy or girl will say—(Add *Good puppy*, *good puppy*.) I am sure the puppy's owner will give it something to eat and say—(Build *Here is something you like*; then *Here is something good*.)

Developing ability to observe and interpret picture details and to predict outcomes; Reading from *Under the Sky* (pages 45-50). Oral reading in audience situation. (Proceed as in previous units.)

Establishing sight vocabulary; Developing accurate word recognition. (Repeat procedures from Unit 46 for sight

words *is* and *in*. Play closed eyes or "Magic" game with *big-boat-blue*, *can-come*, *go-good*, *jump-Jip*, *look-like-little*, *me-my*, *on-one*, *play-puppy*, *red-ride*, *see-store-something*, *to-two*, *want-with*.)

Supplementary Activities

1. *Preprimer Workbook*, page 38.
2. **Bulletin board.** Have the word *puppy* on the bulletin board. Have pupils cut pictures of puppies or of things a puppy might like.

UNIT 49

(To follow pages 45-50, *Under the Sky*)

DO NOT OMIT THIS UNIT

If a projector is available, use the Textfilm for *Under the Sky*, Frames 31-32. (See page 442.) Otherwise use the following procedure.

Materials Needed

Pocket Card Holder **Rebus Cards:** jumping rope parasol

Procedure

Applying known vocabulary to new context. (Have the following story written on the board.)

Alice and May

Mother, Mother.

I want to go to see May.

May I go, Mother?

Here is my jumping rope.

Here is my parasol.

May can play with my parasol.

I want my jumping rope.

Here I go, Mother, here I go.

(Use rebus cards in the same way as in Units 32 and 34. REMEMBER, THE WORDS ON THE REBUS CARDS ARE NOT A PART OF THE PREPRIMER VOCABULARY.)

Developing ability to hear initial consonant sound *wh*. Say the word *white* and listen to the way it begins. (Hold up page

44, *Under the Sky*.) What two things in this picture begin like *white*? (whip, wheel) (Continue in usual way. Add a picture of a *wheel* to Sound Chart and continue scrapbook activities.)

Reviewing initial consonant sound *ch*. What does this number say? (Write 14.) Can we remember fourteen words which begin like *chicks*? (Give hints if necessary until score is attained: *child, children, chair, chalk, change, chance, chain, cheese, chart, cheek, chin, chocolate, chest, check*, etc.)

Supplementary Activities

1. *Preprimer Workbook*, page 39.
2. **Bulletin board.** Have today's story and rebus cards on bulletin board. Have story read and illustrated in usual way.

UNIT 50

Under the Sky (pages 51-56)

There are no new words in this story. Lead children to make pertinent discoveries in each picture and to predict what may happen in the next picture. Have the story (pages 51-56) read in usual way. Repeat procedures outlined under Establishing Sight Vocabulary in Unit 48.

Supplementary Activities

1. *Preprimer Workbook*, page 40.
2. **Independent reading.** If preprimer *Happy Days* is available, have pupils read pages 2-11.

UNIT 51

(To follow pages 51-56, *Under the Sky*)

DO NOT OMIT THIS UNIT

If a projector is available, use the Textfilm for *Under the Sky*, Frames 33-34. (See page 442.) Otherwise use the following procedure.

Materials Needed

Pocket Card Holder

Rebus Cards: bird nest

Procedure

Applying known vocabulary to new context. (Have the following story written on the board.)

The Bird and the Nest

Look, Alice, look.

See the nest.

Can you see the nest?

Can you see the mother bird?

I can, I can.

Here comes the mother bird.

Look up, Alice, look up.

(Use the rebus cards as suggested in Units 32 and 34. REMEMBER, REBUS WORDS ARE NOT PART OF PRE-PRIMER VOCABULARY.)

Developing ability to hear initial consonant sound *n*. This *number* (write 9) is *nine*. Say the words *number* and *nine* softly and listen to the way they begin. What other words begin like *nine*? (*name, napkin, neck, etc.*) (Continue in usual way. Add number 9 to Sound Chart and continue scrapbook activities.)

Reviewing initial consonant sound *l*. (Write 15 on board and give whatever help is necessary to have pupils recall fifteen words which begin like *look*: *lamb, lace, ladder, lady, lamp, lame, land, lap, lark, last, late, leaf, lawn, laugh, left, etc.*).

Supplementary Activities

1. *Preprimer Workbook*, page 41.
2. Bulletin board. Have today's story and the rebus cards on bulletin board. Have story read and illustrated.

UNIT 52

Under the Sky (pages 57-60)

Proceed in usual way with this unit. When reading in book (pages 57-60) is completed, put all word cards used in *Skip Along* in card holder. Have each child see how quickly he can read and remove cards. Use this technique to test retention of vocabulary of first preprimer.

Supplementary Activities

1. *Preprimer Workbook*, page 42.
2. Independent reading. *Preprimer Happy Days*, pages 12-17.

UNIT 53

(To follow pages 57-60, *Under the Sky*)

DO NOT OMIT THIS UNIT

If a projector is available, use the Textfilm for *Under the Sky*, Frames 35-36. (See page 442.) Otherwise use the following procedure.

Materials Needed

Pocket Card Holder

Rebus Cards: bow slippers

Procedure

Applying known vocabulary to new context. (Have the following story written on the board.)

Red Slippers

Mother, Mother.

Come to the store with me.

See the red slippers.

I like red slippers.

See the red bows, Mother.

I want two red bows.

Come in, Mother, come in.

(Use rebus cards in the usual way. REMEMBER, THE WORDS ON REBUS CARDS ARE NOT SUPPOSED TO BE REMEMBERED AS PART OF PREPRIMER VOCABULARY.)

Developing ability to hear initial consonant sound *v*. The red slippers were *very* pretty. Say the word *very* and listen to the way it begins. I will say two words to each of you. Which one will begin like *very*? (Use *vase*, *vacation*, *vacuum cleaner*, *valentine*, *violet*, *violin*, etc.) (Add a picture of a violin or a valentine to Sound Chart. Continue scrapbook activities.)

Reviewing initial consonant sound *m*. (Write 16 on board in usual way and help pupils to recall sixteen words which

begin like *mother: man, mail, make, made, many, march, mark, master, mat, match, mattress, May, meal, mean, meat, medicine.*)

Supplementary Activities

1. **Bulletin board.** Have today's story and the rebus cards on the bulletin board. Have story reread and illustrated.
2. **Independent reading.** Preprimer *Happy Days*, pages 18-25.

UNIT 54

Under the Sky (pages 61-64)

Proceed in the usual way with this unit. When reading in the book (pages 61-64) is completed, put into the card holder all the word cards, except *it*, from the new vocabulary of *Under the Sky*. Have each pupil see how quickly he can read and remove cards from card holder. Use this technique to test pupil control of new words introduced in *Under the Sky*.

Supplementary Activities

1. **Textfilm.** If a projector is available, use the Textfilm for *Under the Sky*, Frames 37-38. (See pages 442-43.)
2. **Independent reading.** Have pupils complete reading of preprimer *Happy Days*; give whatever help is necessary on words *brown* and *home* in the last story. Then have pupils reread the entire preprimer, preparatory to taking it home to read to Mother.

UNIT 55

Under the Sky (pages 65-71)

Materials Needed

Pocket Card Holder

Word Card: It

Procedure

Introducing new word and its meaning. Do you like riddles? There is a word we use many many times when we ask riddles. Here it is. (Put word card *It* in holder.) I will ask you some riddles and point to the riddle word each time I use it. If you have sharp eyes and sharp ears, you can find it out for yourselves. I am thinking of some-

thing. *It* (point to *It*) has two pretty covers. *It* has many pages. *It* has many pictures. You can read in *it*. What is *it*? A book of course! And what is the riddle word? Watch how *It* begins. (Trace *I*; then *i*.) Take a careful eye picture of this second letter. (Indicate *t*.) Then when I write (write *it*; then *It*), you will know that the word says —. (Ask several more riddles, and have children ask some. Continue until the idea of *it* as the riddle word is firmly established.)

Developing ability to observe and interpret picture details and to predict outcomes; Reading from *Under the Sky* (pages 65-71). (On each page have pupils make pertinent discoveries and predict what may happen next. On pages 66-71, have them discover how many times they can find the word *it* in both capitalized and lower-case forms. Have pages read in usual way.)

Establishing sight vocabulary; Developing accurate word recognition. (Write *Here is something*. Have the sentence read.) Take a careful picture of this word. (Trace *is*.) What does it say? Now read this sentence. (Write *It is red*.) Take another careful picture of this word. (Indicate *It*.) What does it say? Here is still another sentence. (Write *It is in the boat*.) What does this word say? (Trace *in*.) Now show me what careful pictures you have been taking. I will write a word. Tell me what it says. If you do not know the word, find it in one of these sentences, read the sentence, and help yourself. (Write *is*, then *it*, then *in*, many times.)

Supplementary Activities

1. **Preprimer Workbook**, pages 43-44.
2. **Textfilm.** If a projector is available, use the Textfilm for *Under the Sky*, Frames 39-41. (See page 443.)
3. **Informal Test.** *Preprimer Workbook*, page 45. Purposes of test and directions are given in *Preprimer Workbook*. In each part be sure no help is given after sample exercise has been marked. When test is completed, correct each child's work with him individually. In average groups, eight out of the ten exercises should be marked correctly. If scores are lower than this, CHECK YOUR TEACHING WITH THE UNIT PLANS.

III. UNIT PLANS FOR THE THIRD PREPRIMER

OPEN THE DOOR

UNIT 56

Open the Door (pages 2-10)

Materials Needed

Pocket Card Holder	Sentence Cards	
Reading Readiness	Come here	I can ride
Picture Card 22	Here comes Jerry	You can ride
	Here I come	

If a projector is available, use the Textfilm for *Open the Door*, Frames 1-5, before beginning the unit. (See page 444 for directions for using the Textfilm.)

Procedure

Introducing *Open the Door*; Building a setting for the story. This time our new book has a blue cover, and its title is *Open the Door*. The title explains what the boys and girls on the cover are doing. When we open the covers of a book, it is like opening a door to see what is going on inside. Suppose we open the door to the title page. Whom do you discover in the little picture? Alice and Jerry seem to be opening the door to invite us in. Who will read the title at the top of the page so that we can open another door to see what is going on?

Developing ability to observe and interpret picture details and to predict outcomes; Reading from *Open the Door* (pages 2-3). (Discuss activities of children, identify water as a brook or creek, stress the idea of *shallow* as the opposite of *deep*, and have pupils discover that it is summer as shown by sunlit fields and clothing of children. Have someone read and introduce the characters.) Will Alice and Jerry play by the brook all day? Let's turn and see.

Page 4. What has happened since the last picture? (Be sure pupils discover the log bridge, the railing, and its apparent use.) I am almost sure May is talking. But what is

she saying? The one who can read this card (put *Come here* in card holder) may read the page and tell us.

Page 5. Is this what you expected would happen next? The one who can read these cards (put *Here I come, Here comes Jerry* in card holder) can read the page as fast as Alice can run. If you were May with a brand new bicycle, what would you do when Alice and Jerry got up to you?

Page 6. Is May doing what you expected her to do? What is she saying as she shows off her bicycle? Read and tell us.

Page 7. May isn't through showing off that bicycle. Read the page and tell me why I think so. Why is May's foot on the rock? What is going to happen next? Turn and see if you are right.

Page 8. I can make three discoveries. May is very happy. How do I know? It hasn't rained for a long time. There is a breeze blowing or else the movement of the bicycle makes a breeze. How do I know? I am sure May is saying—(Put *I can ride* in card holder.) Read the page and see if she is. If Alice and Jerry were your best friends, what would you do next?

Page 9. Did May do what you would have done? I discover that Jerry has been on a bicycle before. How do I know? I am sure he would not have jumped on unless May said—(Put *You can ride* in card holder.) Read to see if she did. What will happen next?

Page 10. (Lead pupils to discover that Alice has never ridden a bicycle before, that she is trying to be brave and not cry, and that Jerry and May are not laughing at her.) What will happen when Alice gets up again? I think the page will tell us what May says before Alice starts to ride. Read and see if you think so.

Page 11. There are plenty of discoveries to make on this page. Each of you may tell one. My discovery is in the title. I know three friends of yours who are going to the circus. Who are they?

Oral reading in audience situation. (Have pupils discover for themselves that May talks on six pages, Alice on one. Choose someone to be May, someone to be Alice. Have rest

of group close books to listen and decide whether the readers talk like Alice and May.)

Developing ability to combine picture clues and initial consonant clues. (Have pupils turn to page 4.) Do you remember this word? (Write *puppy*.) Watch how *puppy* begins. (Trace *p*; then erase word.) I see two things in this picture which begin like this. (Write p____. As soon as *path* is suggested, complete word. Write p____ a second time and wait for suggestion *playsuit* before completing word.)

Developing ability to combine context clues and initial consonant clues. Do you know this word? (Write *here*.) Say *here* softly and listen to the way it begins. (Erase word.) Now help me complete my sentence. On page 5 (Write *Alice and Jerry look h*____. Wait for suggestion *happy* and complete word).

Reviewing initial consonant sound *n*. The children had a *nice* time today. You may go to your seat when you can tell me another word which begins like *nice*.

Supplementary Activities

1. *Preprimer Workbook*, pages 46-47.
2. **Textfilm.** If a projector is available, use the Textfilm for *Open the Door*, Frames 6-7. (See page 444.)
3. **Bulletin board.** Put Reading Readiness Picture Card 22 on bulletin board with word *mailman* underneath. To the left have the following story.

The Mailman

Here comes the mailman.

I want two l_____.

UNIT 57

Open the Door (pages 11-16)

Materials Needed

Pocket Card Holder

Word Card: a

Reading Readiness Picture
Card 5

Phrase and Sentence
Cards

a ride Play with me
I want to ride

Procedure

Introducing new word and its meaning. Today we go to the circus with Alice and Jerry and Jip. But first we need to know a very little word. Here it is. (Put *a* in card holder.) It says *a*. Bring me *a* book, John. How many books did you bring? Then *a* (indicate word in card holder) means —. (Repeat with *a* pencil, *a* crayon, etc., until the meaning of *a* as *one* is thoroughly established.)

When you have a wagon or bicycle of your own, you can ride all day long, over and over again. You often say— (Build *I want to ride* in card holder and have sentence read.) But when you want a train ride or a pony ride in the park, Mother has to pay for your ride. So you say—(substitute *a ride* for *to ride* and have the new sentence read.) How many rides will you get? If you should forget the new word (hold up *a*), read this sentence (indicate *I want a ride*) and it will help you. Remember *a* means —.

Developing ability to observe and interpret picture details and to predict outcomes; Reading from *Open the Door* (page 11). Read the title and think a minute. Did Alice and Jerry and Jip come to the circus alone? Whom do you expect to see in the next picture?

Page 12. Here is Mother, just as we expected. What has happened since the last picture? I wish I knew what Alice was saying as she pulled Mother along. Who will read and tell me?

Page 13. No wonder Alice pulled Mother! What animal have you discovered? The first one to find the sentence with the picture of the little donkey may read the sentence. How is the donkey decorated for the circus?

Do you remember the basket cart in which Mother took the children for a ride? Can you find a cart in this picture? How is it decorated for the circus? The first one to find the sentence with the picture of the cart may read it.

What a dressed-up man! How would you know him the next time you saw him? The first one to find the sentence with the picture of the man may read the sentence. Now who will read everything that Alice says? What do you

expect will happen next? Turn quickly and see if you are right.

Pages 14-16. (Have pupils continue to make pertinent discoveries, and have the pages read in the usual way.) What do you think will happen when the good ride is over?

Page 17. Circus day is over. How do I know? Jerry wants to play football, but not alone. If you can read this (put *Play with me* in card holder), you can read the title and tell me why I know.

Oral rereading. (Have each pupil choose the circus picture he likes best and read the text which goes with the picture.)

Developing ability to combine picture clues and initial consonant clues. Turn quickly to page 8. Help me to finish this sentence. (Write *I can see a p_____*. Have children suggest *path*; then complete word. Have sentence read aloud.) You know these words. (Write *can* and *come*.) Say them and listen to the way they begin. Watch how they begin. (Trace *c*; then erase words.) Help me to finish these sentences; but first turn to page 16. (Write *I see a c_____*. *I see a c_____ on Alice*. Wait for suggestions *cart* and *cap*; then complete words and have sentences read.)

Developing ability to use context clues and initial consonant clues. Will you help me finish these sentences? (Write *I l_____ to ride*. *I w_____ a ride*. *I c_____ ride*.)

Supplementary Activities

1. **Preprimer Workbook**, pages 48-50.
2. **Textfilm.** If a projector is available, use the Textfilm for *Open the Door*, Frames 8-9. See page 444.
3. **Bulletin board.** Put Reading Readiness Picture Card 5 on bulletin board. To the left have the following story. (Encourage children to read the bulletin board by suggesting that there will be a "puzzle" there every day. Good readers can figure out the puzzle.)

The Big Red Cow

See the big red cow.

I like m_____.

UNIT 58

Introduction to pages 17-22, *Open the Door*

Materials Needed

Pocket Card Holder
Word Cards

Reading Readiness Picture Card 49

at looked not ran said

Procedure

Introducing new words and their meanings. If you want to read the football story, you must work out the new words you will need. We have a most important word today. (Put *said* in card holder.) The new word begins like—(Wait for suggestion *see* or *something*. If suggestion is not forthcoming, write *see* on the board.) This word (indicate *said*) tells us who is talking in sentences. One day Father was going off in the car. This is what happened. (Write "*I want to go,*" *said Jerry*.) Think how the new word begins. Then jump over it and read the rest of the sentence. "I want to go," s_____ Jerry. (Wait for suggestion *said*.) Of course the new word is *said*. Read again what Jerry said. This part of the sentence within the quotation marks (indicate part within quotes, but do not expect pupils to remember the word "quotation") tells exactly the words Jerry said. Read the words he said. This part (indicate *said Jerry*) tells me who is talking. Read the part which tells who is talking.

Father was going away on business. So this is what happened. (Write "*You can not go,*" *said Father*.) Think about this new word. (Indicate *not*.) It begins like *nine* and *number*. Now think what Father would say. "You can n_____ go," said Father. (Wait for suggestion *not*.) Of course the new word is *not*. Watch how *not* begins. (Put word card *not* in card holder under *said* and trace *n*.) Now read again what Jerry said. Show me the exact words he said. The part of the sentence which tells who is talking! What does this word say? (Indicate *said* in card holder.) Now read what Father said. With your hands cup the exact words he said. The part of the sentence which tells that Father is talking! What does this word say? (Indicate *said*.) And this word? (Indicate *not*.)

Just then Mother came to the door. (Write "*Look here,*" said Mother.) Show me the exact words mother said. The part which tells that she is talking! When Mother said, "*Look here,*" (write Jerry looked). I see a little word inside this big one. (Draw a line under *look* in *looked*.) Think what Jerry did. Jerry l____. (Wait for suggestion *looked*.) Of course the new word is— (Hold up word card *looked*, have it read, and then put it under *not* in card holder.)

Jerry didn't just look anywhere. (Add *at* Mother to sentence Jerry looked.) Jump over the new word and finish the sentence. Jerry looked ____ Mother. (Wait for suggestion *at*.) Of course the new word is— (Hold up word card *at*; have it read; then put it below *looked* in holder.) When we look, we look *at* something.

Now Mother had been all ready to make a cake when she discovered that she had no eggs. So this is what happened. (Write "*Go to the store,*" said Mother. "*I can not go.*") Mother talks in two places. Show me the exact words she said. Now show me the words which tell that Mother is talking. Read the two sentences again.

Jerry wanted to help Mother. So this is what happened. (Write Jerry ran to the store.) The new word begins like— (Wait for suggestion *red* or *ride*. If suggestion is not forthcoming, write *red* on the board.) Now think what Jerry did. Jerry r____ to the store. (Wait for suggestion *ran*.) Of course the new word is— (Hold up word card *ran*, have it read, and then put it under *at* in card holder.)

In how many sentences can you find this word? (Indicate *said* in card holder.) Read all the sentences. What does the word say? In how many sentences can you find this word? (Indicate *not*. Proceed in similar way with *looked*, *at*, *ran*.)

Now suppose each of you reads up and down the word ladder. If you come to a word you don't know, read the sentence in which you find it and help yourself.

(Remove cards from card holder. Erase sentences.) Now help me write the new words. First I want to write r____. (Wait for suggestion *ran*; then complete word. Use similar procedure for *at*, *looked*, *said*, *not*.)

If we do as well tomorrow, we will be all ready for the football story.

Developing ability to see basic words in derived forms. Each day you grow taller. Here is a word which grows longer. What does it say now? (Write *look*.) And now! (Write *looks*.) And now! (Write *looked*.) My dog *looks* like Jip. Which word did I use? *Look* at me. Show me the word I used. Jerry *looked* at Mother. Which word says *looked*?

Establishing sight vocabulary; Developing accurate word recognition. When Mother saw the donkey cart this is what she did. (Write *Mother looked at Alice and Jerry*, and have the sentence read. Underline the words *at* and *and* and have pupils tell what they say.) This is what Mother thought. (Write *Alice and Jerry want a ride*. Underline *and* and *a*.) Now suppose we play "Magic." Watch my words change. (Write *a*, change to *and*, and then to *at*; repeat several times. Use the same procedure for *see*, *said*, *something*, *store* with the sentence, "*I see something in the store*," said Mother.)

Supplementary Activities

1. *Preprimer Workbook*, page 51.
2. Bulletin board. Have Reading Readiness Picture Card 49 on bulletin board. To the left have the following story.

The Squirrel
Here is a squirrel.
The squirrel likes n_____.

UNIT 59

Open the Door (pages 17-22)

Materials Needed

Pocket Card Holder Word Cards at not said looked ran	Reading Readiness Picture Card 45 Phrase Cards said Jerry said May
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Procedure

Vocabulary recall. (Have the following sentences written on the board in manuscript writing.)

"I want to go," said Jerry.

"You can not go," said Father.

"Look here," said Mother.

Jerry looked at Mother.

"Go to the store," said Mother.

"I can not go."

Jerry ran to the store.

You remember what Jerry said to Father as he saw him drive off in the car. Read the first sentence and tell us. Find the exact words that Jerry said. Find and read the part of the sentence which tells that Jerry is talking. What does this word say? (Hold up word card *said*; have it read and put in card holder. Continue in similar fashion with other sentences, and add *not*, *looked*, *at*, and *ran* to card holder. Have word ladder read in usual way.)

Developing ability to observe and interpret picture details and to predict outcomes; Reading from *Open the Door* (page 17). The title gives me an idea of what I may see on the next page. Read and see what you expect to happen.

Page 18. Well, this time we are disappointed. We don't see a football game after all. But I think Jerry asks someone to play. Who is it? Will she do it? Let's read and see.

I know Jerry talks in the first two sentences because I see these words. (Hold up *said Jerry* and have the phrase read.) Read the two sentences and tell what he said.

I know who talks for the rest of the page because I see— (Hold up *said May*.) Read silently. Will May play with Jerry?

Pages 19-22. (On each page have pupils make pertinent discoveries and predict what may happen next. Have pages read by paragraph units. If any new word causes trouble, have pupil read the sentence on the board in which the word appears and help himself.)

Page 23. I hope you discover what kind of store this is. What other interesting discoveries have you made? I discovered a word in the title which tells the size of the store and another word which tells the color. If you know how to use your picture to help you, you can figure out the title.

Oral rereading. (This unit initiates the paragraph form and the use of the word *said*. Direct the oral rereading of the story by paragraphs; continue to do so throughout the remainder of the

book, so that a feeling for paragraphs will be gradually built up, even though nothing is said about the paragraph form. For example, on page 19): Jerry talks in the first two sentences. Read and tell us what he says. Alice talks in the next four sentences. What does she say? The last sentence tells what Alice did.

Developing ability to combine initial consonant clues and picture clues. You know this word. (Write *Father*.) When it begins with a small letter, it looks like this. (Write *father*.) Say *Father* softly and listen to the way it begins. Watch the way it begins. (Trace *F* and *f*. Then erase words.)

Now turn to page 22. Help me to finish these sentences. (Write *I see a f_____*. *I see a f_____*. *I see f_____*. Wait for children to suggest *football*, then *fence*, and then *flowers*; complete each word as it is suggested.)

Developing ability to combine context clues and initial consonant clues. I need some more help. (Write "*Come here*," *s_____ Alice*. *May r_____ to Alice*. Wait for pupils to suggest *said* and *ran*; then complete words.)

Supplementary Activities

1. *Preprimer Workbook*, pages 52-53.
2. *Textfilm*. If a projector is available, use the Textfilm for *Open the Door*, Frames 10-12. (See page 444.)
3. *Bulletin board*. Have Reading Readiness Picture Card 45 on the bulletin board. To the left have the following story.

The Turtle
See the big turtle.
A turtle can s_____.

UNIT 60

Introduction to pages 23-28, *Open the Door*

Materials Needed

Pocket Card Holder
Word Cards

a morning
Brown saw
have walked

Reading Readiness Picture Card 41
Phrase Cards

at the store I saw
Good morning Little Brown Store
I have

Procedure

Developing ability to understand money values. I hope you remember the color of the store. (Put *Brown* in card holder.) If we are going to the—(put *Little Brown Store* in card holder and have phrase read), we had better know what this is. (Hold up a dime and make clear that it has two names, but that in the story it will be called a *dime*.) This piece of money (hold up a penny) has two names also. How many pennies would you have to have to buy as much as you could buy with a dime? (Have some child count out ten pennies.) Here is another piece of money with two names. (Hold up a nickel.) How many nickels will we need in order to buy as much as we could buy with a dime? (Have some child count out two nickels.) How much will two ice-cream cones cost? Show me three ways in which you could pay for the two cones.

Introducing new words and their meanings; Developing habit of left-to-right word scanning. Today Alice has a dime. She has only one dime. So she uses this word. (Put *a* in card holder and have it read.) She tells us about her dime this way. (Write *I have a*; then hold the dime at end of sentence in rebus fashion.) The new word (indicate *have*) begins like—(Wait for suggestion *here*. If necessary, write *here* on board.) Think how *here* begins. Think what Alice would say. I h_____ a dime. (Wait for suggestion *have*; then have the sentence read.) Of course the new word is *have*. Alice begins her sentence this way. (Put *I have* in card holder and have phrase read.) The new word is—(Add *have*.) Watch how *have* begins. Take a good eye picture of the second letter. Then when I write (write ha_____), you can tell me to finish the word—. Who can read all the cards in the card holder?

Alice looked at her dime and remembered something. The something she remembered was—(Put *at the store* in card holder and have phrase read.) So Alice says, "Yesterday (write *I saw something at the store*.) The new word (indicate *saw*) begins like—(Wait for suggestion *see* or *said*.) Now think what Alice would say. Yesterday I s_____ something at the store. (Repeat until someone suggests *saw*.) Of course the new word is *saw*. Alice begins her sentence this way. (Hold up *I saw*; have phrase

read and added to card holder.) The new word is—(Hold up *saw*; then add it to card holder.) Watch how *saw* begins. Take a good eye picture of the next letter. Then when I begin like this (write *sa*_____), you will know that I want to write—. Who can read everything we have in the card holder?

When Alice and Jerry went into the store, they never (write *ran* and have it read.) The storekeeper would not have liked that. (Write *Alice and Jerry walked in*.) The new word (indicate *walked*) begins like—(Wait for suggestion *want* or *with*. If necessary, write *want* on board.) Think how *want* begins. Think what Alice and Jerry would do. Alice and Jerry *w*_____ *in*. (Wait for suggestion *walked*.) Of course the new word is—(Hold up *walked*; have it read and added to card holder.) This word (indicate *in*) is—; we might begin some sentences with this word. Then it would have to begin with a capital letter. Suppose we do it. (Write *In walked Alice, In walked Jerry*.) Now watch how *walked* begins. Take a good eye picture of the first four letters. Then when you see this (write *walk*_____), you will know that I am starting to write—. Who can read everything we have put in the card holder?

Now I want to tell you when all the interesting things in the story happened. They happened—(Write *in the morning*.) The new word (indicate *morning*) tells the time of day. It begins like—(Wait for suggestion *me, my, etc.*) Think how *me* begins. All this happened in the *m*_____. (Wait for suggestion *morning*.) Of course the new word is—(Hold up *morning*; have it read and added to card holder.) Watch how *morning* begins. Take a good eye picture of the first three letters. Then when I write (write *mor*_____), you will know that I have started to write—. Sometimes instead of saying “hello” to grown-up people, we say —(Add *Good morning*.)

I think the thing Alice remembered at the store was this color. (Add *brown*.) Watch how *brown* begins. Take a careful eye picture of the first two letters. Then when I write (write *br*_____), you can tell me to finish the word—. If I write (write *bl*_____), you can help me to finish the color word—.

Now suppose we look at the card holder. Read and bring me the word which tells the time of day. The card which tells how Alice began her sentence when she said, “I have a dime”! The

word which begins like *here!* The word which means just one! The card which tells what we can say instead of "hello"! The card which tells the name of the store! The color word! The card which tell how Alice began her sentence when she said, "I saw something." The card which begins like *see!* The card which means the opposite of *ran!* The last card! How many of the cards can you read and put back in the card holder? (Have pupils read up and down the word ladder.)

Establishing sight vocabulary; Developing accurate word recognition. Suppose you read these sentences. (Write *I see Alice. See Alice go.*) What does this word say? (Draw a line under *see* and *See.*) Take a careful eye picture. (Write *see* in very large manuscript letters. Write *I saw Jerry at the store* and repeat procedure for word *saw*. Play "Magic" with *see* and *saw* until recognition becomes accurate; then review *a-and-at, me-my, on-one, is-in-it.*)

Developing the meaning of opposites. I will write one word. You tell me the word which means the opposite. (Use *walked-ran, big-little, go-come, you-me, Mother-Father.*)

Supplementary Activities

1. *Preprimer Workbook*, page 54.
2. **Bulletin board.** Put the Readiness Card 41 on bulletin board with frog in diving position. To the left have this story:

The Frog
See the big frog.
A frog can d_____.
See the big frog dive.

UNIT 6I

Open the Door (pages 23-28)

Materials Needed

Pocket Card Holder
Word Cards

brown saw
have walked
morning

Reading Readiness Picture Card 50
Phrase and Sentence Cards

Alice looked I saw
Good morning In walked Alice
I have little brown store

Procedure

Vocabulary recall. Alice had something to keep her dime in. (Have a small coin purse to show children and discuss the two names *purse* and *pocketbook*. Decide on the one which is to be used for the rebus in the story.)

The store we will read about is a—(Put *little brown store* in the card holder. Show me the word which tells size. The word which tells the color! Then this word (add word card *brown*) says—.

When Alice said that she had a dime, she began her sentence this way. (Add *I have*.) Then this new word is—(Add *have*.) When she told what she saw at the store, she began—(Add *I saw*.) The new word is—(Add *saw*.)

When Alice came to the door of the store, this is what happened. (Add *In walked Alice*.) The new word is—(Add *walked*.) This is what happened next. (Add *Alice looked*.) Then she said —(Add *Good morning*.) And this word is—(Add *morning*. Have pupils read up and down the word ladder until words are very familiar.)

Developing ability to observe and interpret picture details and to predict outcomes; Reading from *Open the Door* (pages 23-28). (On each page have pupils make pertinent discoveries. For example, on page 24 have them conclude that it is Monday. On page 25 have them decide what things in the window they could buy for a dime. On page 26 have them discover the list of ice-creams sold. Read the list for them, and also the name Miss Brown. Have them discover another reason for calling the store "Little Brown Store." Have the pages read in the usual way by paragraph units. In each paragraph where someone talks, have them find the two words [*said Alice*, *said Mother*, etc.] which tell who is talking.)

Page 29. When I read the title, I discover that the title and the number of children on the hilltop mean the same thing. Read and see if that is true.

Oral rereading. (Have the "Little Brown Store" reread first by paragraph units and then by page units.)

Developing ability to combine initial consonant clues and picture clues. Say the words *go* and *good* softly and listen to

the way they begin. Watch how they begin. (Write *go* and *good*; then erase.) Now turn to page 24 and help me finish some sentences. (Write *I see a little g_____*. *I see c_____*. *I see a p_____*. *I see M_____*. *I see f_____ and a f_____*. Wait for children to suggest *girl, clothes, pocketbook, Mother, flowers, fence*; complete each word as it is suggested.)

Developing ability to combine context clues and initial consonant clues. I need some more help. (Write *I h_____ a puppy*. *My puppy l_____ me*. *My puppy w_____ something good*. *My puppy s_____ Jerry*. *My puppy r_____ and r_____*. Wait for suggestions *have, likes, wants, sees or saw, ran*; complete each word as suggestion is made.)

Supplementary Activities

1. **Preprimer Workbook**, pages 55-56.
2. **Textfilm**. If a projector is available, use the Textfilm for *Open the Door*, Frames 13-15. (See page 444.)
3. **Bulletin board**. Put Reading Readiness Picture Card 50 on bulletin board. To the left have the following story.

The Big Airplane
Here is a big airplane.
The airplane can f_____.
I can fly in the airplane.

UNIT 62

Open the Door (pages 29-32)

Materials Needed

Pocket Card Holder Word Cards

a	boats	saw
airplane	like	trains
airplanes	looked	
big	said	

Reading Readiness Picture Card 9

Phrase Cards

I can go	like a train
like a boat	Look at me

Procedure

Vocabulary recall. Do you like to make-believe—make-believe that you are a circus clown doing funny tricks? Today we have

someone in our story who likes—(Put *trains* in card holder.) So he says—(Add *I can go like a train.*) How could he make-believe that he was going like a train? Show me. Some one else liked—(Add *boats.*) So he said—(Substitute *like a boat* for *like a train.*) Show how he could make-believe he was going like a boat. The third person liked—(Add *airplanes.*) So he said (Build *like a big airplane* and substitute phrase for *like a boat.*) Show me how he would do that.

I am sure when each child does his trick, he says—(Add *Look at me.*) Then everyone—(Add *looked.*) He (add *saw*) what the other child was playing, and he (add *said*), “I know what you are pretending to be.” (Have some child see how quickly he can read and remove cards from card holder. Have some other child see how quickly he can reread and put them back again.)

Developing ability to observe and interpret picture details and to predict outcomes; Reading from *Open the Door* (pages 29-32); Oral rereading. (Proceed in the usual way.)

Establishing sight vocabulary; Developing accurate word recognition. Suppose we play “Magic” with sentences today instead of words. What does this sentence say? (Write *I see you.*) Now close your eyes. Be careful. The sentence is going to change. (Change *see* to *saw*. Continue with the following groups of sentences, changing the italicized words.)

Alice *ran* to Mother.

Alice *walked* to Mother.

I *have* a puppy.

I *want* a puppy.

I *like* Jerry.

I *looked at* Jerry.

Reviewing initial consonant sound *sh*. Can you read this number? (Write 16.) Can we remember sixteen words which begin like *ship*? (Proceed in usual way: *shoe, shiver, shoot, shade, shovel, shadow, shell, shampoo, sheet, shave, shower, shed, shop, shore, short, shine.*)

Supplementary Activities

1. **Preprimer Workbook, pages 57-59.**
2. **Textfilm.** If a projector is available, use the Textfilm for *Open the Door*, Frames 16-18. (See page 445.)

3. **Bulletin board.** Put the Reading Readiness Picture Card 9 on bulletin board. To the left have the following story.

My Dog
 See my dog.
 My dog can s_____ up.
 Look here.
 See my dog sit up.

UNIT 63

Introduction to pages 33-38, *Open the Door*

Materials Needed

Pocket Card Holder

Word Cards

And She

can something

do too

It What

Reading Readiness Picture Card 46

Phrase and Sentence Cards

I can What can I do

Look at me you can

One two

Procedure

Introducing new words and their meanings; Developing habit of left-to-right word scanning. Do you remember the riddle word? (Put *It* in card holder.) We call it the riddle word because we use it so often in riddles. Today we have a question word. I call it the question word because we use it so often in questions. I will ask each of you a question. Each question will begin with this word. (Put *What* in card holder.) Keep your ears open. (Ask each child a question and indicate the word *What* each time you use it.) Of course you found out that the question word is—. *What* begins like *wheel* and *white*. It takes two letters to start the word *What*. (Trace *Wh*; then *wh*.) What word have I started to write? (Write *Wh*_____, wait for suggestion *What*, and then complete word.)

Did you ever play "Follow the Leader"? Alice, Jerry, and May often did. Jerry would play a trick. Then Alice and May would do the same trick. Before Jerry started his trick, he would say—(Put *Look at me* in card holder.) Then he would ask—(Add

What can I do.) You know all but the last word (indicate *do*), and it begins like—(Wait for suggestion *down*. If necessary, write *down* on the board.) Think how the new word begins. Think what Jerry would say: *What can I d_____?* (Wait for suggestion *do*.) Of course the new word is—(Hold up word card *do*; have it read; then put it in card holder.) Watch how *do* begins. It takes just this letter *o* to finish the word. So when I write (write *do*), you know the word is—. Read Jerry's question again. Now read all the cards in the card holder.

You remember this word (write *two*) and this word (write *to*). But you didn't know that we have another word which says *too*, also. Here it is. (Write *too*. Put word card *too* in card holder.) When Jerry did a trick he liked to say, "You can't do this." Alice would always answer—(Build *I can too*.)

Sometimes Jerry would say, "Well, anyway May can't." Alice would always stick up for May and say—(Remove card *I can* and build *She can too*.) Alice doesn't use May's name, but she means May. Our new word (indicate *She*) begins like *sheep*. Think how it begins. Think what Alice would say. *Sh_____ can, too*. (Wait for suggestion *She*.) Of course the new word is *She*. Show it to me. It takes two letters to start the word *She*. (Trace *Sh*.) Then one more letter will finish the word. So when you see (write *She*), you know that the word is—.

Bring me the card with Jerry's question on it. Now the question word! (Continue in similar fashion until all cards have been removed. Then put *What, do, too, she*, in card holder to form a word ladder. Have words reread until they are easily recognized.)

Do you remember the jingle Alice and Jerry made up in *Skip Along*? Today Alice and May make up another one. (Build the following jingle in card holder, one line at a time. Then have the entire jingle reread until reading becomes very fluent.)

One two

What can I do

I can do something

And you can too

If you can read this jingle as well tomorrow as you read it today, you can play "Follow the Leader" with Alice and Jerry.

Establishing sight vocabulary; Developing accurate word recognition. Jerry asked, "What can I—?" And this word says

—(Write *do*.) But this word says—(Write *down*. Continue with *go-good, me-my, is-in-it, one-on, to-two-too*.)

Extending the meaning of the words *to, too, two*. (Write *One, two* and have words read.) We use this word *two* (indicate word) when we count. (Write *Come to me*.) When we mean “come toward me” or “come in my direction,” we use this *to*. (Indicate *to*.) When Alice says—(write *I can go, too*), she means, “I can go, also.” When we read, we have to think what (indicate *two, to, too*) mean.

Reviewing initial consonant sound *w*. Say the word *wind* softly and listen to the way it begins. You may go to your seats if you can tell me another word which begins like *wind*.

Supplementary Activities

1. *Preprimer Workbook*, pages 60-61.
2. **Bulletin board.** Put Reading Readiness Picture Card 46 on bulletin board. To the left have the following story.

The Sailboat
See the big sailboat.
It can s_____ on the w_____.

UNIT 64

Open the Door (pages 33-38)

Materials Needed

Pocket Card Holder	Reading Readiness Picture Card 53
Word Cards	Phrase and Sentence Cards
And something	I can What can I do
do too	One two you can

Procedure

(Have the jingle “One, two” built up in card holder and reread several times as in Unit 63. Proceed with reading from the book in the usual way (pages 33-38); be sure to use pictures to make pertinent discoveries and to anticipate events in story. The picture on page 39 should also be discussed.)

Developing ability to combine picture clues and initial consonant clues. Say the word *big* and listen to the way it begins.

Watch how it begins. (Write *big* and trace *b*.) Now turn to page 33 and help me finish these sentences. (Write *I can see two g_____*. *I see a p_____*, too. *I see a b_____ and a b_____*. As soon as suggestions *girls, puppy, boy, boat* are made, complete the words.)

Developing ability to combine context clues and initial consonant clues. (Write the following sentences and proceed in usual way: *I h_____ a kitten. My kitten can pl_____*. *My kitten can j_____*. *I l_____ my kitten*.)

Supplementary Activities

1. *Preprimer Workbook*, page 62.
2. **Textfilm.** If a projector is available, use the Textfilm for *Open the Door*, Frames 19-21. (See page 445.)
3. **Bulletin board.** Put Reading Readiness Picture Card 53 on bulletin board. To the left have the following story.

The Parrot

Here is a parrot.

A parrot can t_____.

A parrot can talk to me.

UNIT 65

Review of pages 2-38, *Open the Door*

Reread the first 38 pages of the book in the usual way. Pupils enjoy putting their chairs in a circle and calling this a reading party.

UNIT 66

Open the Door (pages 39-44)

Materials Needed

Pocket Card Holder
Word Cards

and He too
can ran walked
did She

Reading Readiness Picture
Card 15

Phrase and Sentence Cards
I walked
What can I do
What did I see

If a projector is available, use the Textfilm for *Open the Door*, Frames 22-25, before beginning this unit. (See page 445.)

Procedure

Introducing new words and their meanings; Developing habit of left-to-right word scanning. Yesterday we left Alice in the attic having a gay time. I am sure if she were here this morning, she would want to know what sharp eyes you had. I am sure she would ask you this question. (Put *What did I see* in the card holder.) The new word begins like—(Indicate *did* and wait for suggestion *do* or *down*. If necessary, write *down* on the board.) Think how *down* begins. Think what Alice would ask: "What d_____ I see?" (Wait for suggestion *did*.) Of course the new word is—(Hold up *did*, have it read, and then add it to card holder.) Watch how *did* begins. Take a careful picture of the next two letters. Then when I write (write *did*), you will know that it says—. Read again what Alice asked. If you don't know *did* (indicate word), when it is all by itself, how can you help yourself?

Yesterday Jerry said, "May can't do this." But Alice said—(Build *She can too* and have it read.) What word did Alice use in place of May's name? Show me the word *She*. Today Alice says, "Jerry can't do my trick." May sticks up for Jerry and says—(Change sentence to read *He can too*. Probably no help will be needed for *He*. If it is, use procedures for new word.) Show me the word we use in place of Jerry's name. I remember (hold up *She*) and (indicate *He*) because they mean very different people. *She* and *he* are opposites. (Return *She* to card holder.) Which word would I use in place of Mother's name? Show me the word. In place of Father's name?

Today Alice makes up another jingle. It begins—(Build *I walked and walked What did I see* and have lines read and reread until reading is very fluent.) Now if you can read all the cards in the card holder, we are ready to go to the attic with Alice.

Developing ability to observe and interpret picture details and to predict outcomes; Reading from *Open the Door* (page 39). The first thing I discover is that this question (indicate question in card holder) and the title say the same thing.

Of course the words in the title begin with capital letters. Who will read the title? Each of you may answer Alice's question by telling one thing she saw in the attic. When I see what Alice is doing, I know what to expect in the next picture. What do you expect?

Page 40. We were right. Here she is. (Allow ample time for children to enjoy and discuss Alice's costume.) The first two lines start the jingle. Who will read them? I don't believe Brown Puppy is quite sure that this queer-looking person is Alice. If you know this new word (hold up *He*), you can read and find out why I think so. I guess he finally decides that it is Alice. Finish the page to find out why I know.

Pages 41-44. (Have the pages read in usual way. Stress Jerry's amused look and the idea that Mother and Father know how much Alice enjoys being dressed up, but that they want to get her off the street without being cross about it.)

Page 45. (If possible, have children discover that Alice is poking her finger through a hole in Jerry's cap. Have them try to read the title without help. If the cap is not discovered and title is not worked out, stress the idea that you are keeping the new word in the title a secret until the next reading period.)

Oral rereading. (Have each pupil choose the picture of Alice he enjoyed most and read the text which goes with it.)

Establishing sight vocabulary; Developing accurate word recognition. (Remove all cards from card holder.) When Jerry played his trick, he asked—(Put *What can I do* in card holder.) Today Alice asks—(Add *What did I see*.) So this words says—(write *do*) and this word says (write *did*) and this word says (write *down*). Watch out for "Magic." The words are going to change. (Write *do*; erase, and write *did*; erase, and write *down*. Repeat many times. Continue with *is, in, it; a, at, and*.)

I will write a word. You tell me its opposite. (Use *She-He, ran-walked, big-little, I-you*.)

Reviewing initial consonant sound ch. Can you read this number? (Write 17.) Could we possibly remember seventeen words which begin like *chimney*? (Give whatever hints are necessary for pupils to attain score: *child, children, chickens, chicks, chair, chin, chalk, church, choose, chocolate, chop, cheap, China, chief, charge, check, chilly, choke, etc.*)

Supplementary Activities

1. *Preprimer Workbook*, pages 63-65.
2. *Textfilm*. If a projector is available, use the Textfilm for *Open the Door*, frames 26-28. (See page 445.)
3. **Bulletin board**. Put Reading Readiness Picture Card 15 on the bulletin board. To the left have the following story.

Three Little Kittens

One morning I saw three little kittens.

The kittens said m——, m——.

UNIT 67

Open the Door (pages 45-50)

Materials Needed

Pocket Card Holder
Word Cards

cap	He	She
caps	One	
have	pretty	

Reading Readiness Picture
Card 38

Phrase and Sentence Cards

a good brown cap	She saw
a pretty blue cap	The Two Caps
I do not	What can I do

Procedure

Introducing new words and their meanings. (If at the close of the last unit pupils discovered the cap and read the title, simply add *The Two Caps* to card holder as a reminder of what the story will be about. If pupils did not discover the cap, hold up page 45 and discover the cap for them. Suggest that anyone who knows what is in the children's hands can read the title.)

Since you can read the title, you can also read—(Build and add *One cap*.) Show me the word cap. The word *Caps*! What does this word say? (Write *cap*.) How many caps does it mean? Watch while I change *cap* to *caps*. Now who can draw a line under the word *cap* in the word *caps*?

I remember that Grandmother sent Alice a red cap and Jerry—(Add a *pretty blue cap*.) Let's think about this new word. (Indicate *pretty*.) It begins like *present* or *print*. Think what kind of cap it was: a pr—— blue cap. (Repeat until someone suggests *pretty*.) Of course the new word is—(Hold up *pretty*.) Watch

how *pretty begins*. (Trace *pr.*) Then when I write (write *pr*—), you will tell me to finish—. (Put *pretty* in holder.) Maybe this time someone will get—(Add *a good brown cap.*)

Do you remember the question Jerry asked when he did his trick? (Hold up *What can I do.*) Then you know this word. (Indicate *do.*) Today someone in the story says—(Add *I do not.*) Now if you remember these opposites—(add *He, She*) and can read all the cards in the card holder, we are ready for our story.

Developing ability to observe and interpret picture details and to predict outcomes; Reading from *Open the Door* (page 45). (Have the title read. If children expect the caps to be two new ones, what do they expect to see in the next picture?)

Page 46. Here is Mother all ready to get that new cap. How did she get to the store? Did she ride in the car? For whom is she buying the cap? Read two sentences to find out.

If you can read this sentence beginning, you can read four more sentences and find out exactly what Mother saw at the store. (Hold up *She saw* and have phrase read.)

If you can read this (hold up *I do not*), you can finish the page and find out what Mother liked and what she did not like.

Page 47. (Have the page read in a similar way by paragraph units. Emphasize the joke of buying two caps.)

Page 48. I see a new word in the first sentence, but you can get it all by yourselves. Find the new word. It begins like—(Wait for suggestion *here.*) Think where Jerry is in the picture. Think how the word begins. Now who is ready to read the sentence? Of course the new word is *house*. Find it again on the page. Read the first sentence once again.

I know one more reason why Mother bought Jerry a blue cap. Read the next three sentences to find out. I see the new word in the next sentence. Who can read the sentence? If you know—(hold up *caps*) and—(hold up *have*) you can finish the page and find out what Father said when he discovered the joke.

Pages 49-50. (Have the pages read in usual way. Have pupils decide whether Mother will keep both caps or send one back.)

Page 51. A helpful little girl and a little black kitten! Do you think Alice sees the kitten. How did he happen to get in?

Oral rereading. (Direct the rereading of the story by paragraph units; then by page units.)

Extending the meaning of the word *what*. We call *what* the question word because we use it when we ask questions like this. (Write *What can I do?*) Sometimes we use *what* when we want to tell how much we like something. Today Alice said—(Write *What a pretty cap.*) She meant, "Oh, how pretty it is."

Developing ability to combine picture clues and initial consonant clues. You remember how *to* begins. (Write *to*.) Now look at page 50. Help me finish these sentences. (Write *I see a t_____*. *I see two c_____*. *I see a b_____*. *I see p_____*. *It is on the fl_____*. Wait for suggestions *teddy bear, caps, boy or book, paper, floor*; then complete each word.)

Developing ability to combine context clues with initial consonant clues. Help me finish these sentences. (Write *I s_____ Jerry*, *I l_____ Jerry*, *I pl_____ with Jerry*. Wait for suggestions *saw, like, play*; then complete words.)

Supplementary Activities

1. *Preprimer Workbook*, pages 66-68.
2. *Textfilm*. *Open the Door*, Frames 29-31. (See pages 445-46.)
3. **Bulletin board.** Put Reading Readiness Picture Card 38 on bulletin board. To the left have the following story.

The Merry-go-round
See the merry-go-round
It can go r_____ and r_____.
I go round and round, too.

UNIT 68

Open the Door (pages 51-56)

Materials Needed

Pocket Card Holder
Word Cards

a	have	pretty	too
at	he	ran	walked
brown	house	said	want
caps	looked	saw	what
did	morning	she	
do	not	something	

Reading Readiness
Picture Card 58
Phrase and Sentence
Cards
She did
She did not
to play
What do you want

Procedure

Establishing sight vocabulary. (In the card holder have all word cards listed above except *want* and *something*.) Bring me the name of something in which we live. Now bring two words which are opposite in meaning. Two more opposites! The color word! A word which tells the time of day! The question word! A word we use to tell about a dress we like very much! The word we use to tell who talks in sentences! A word which means one! Two words which begin like *down*! A word in which you can see another little word! A word which means more than one of something! A word which begins like *here*! Like *see*! Like *name*! Like *top*! Bring the last word and tell what it says. (Check to see which of the twenty words in the vocabulary of *Open the Door* are causing difficulty; use these words many times from now to the close of the book. Have some child see how many of the words he can read and return to the card holder.)

Vocabulary recall. This is the day when that little black kitten walks in at the door. I am sure Alice said—(Put *What do you want* in card holder.) I think I know about the kitten, too. (Build *She did want something*; then build *She did not want to play*.) Turn to the story on page 51 and see if I am right.

Developing ability to observe and interpret picture details and to predict outcomes; Reading from *Open the Door* (pages 51-56); Oral rereading. (Have pupils observe details, make discoveries, and predict outcomes in the usual way. Have pages read by paragraph units silently; then orally.)

Page 57. There are all kinds of discoveries to be made on this page. Suppose you each make one. There is someone I miss. Who is it? (Have pupils find the hood of car and suggest that Mother may be in the car. What do all the things which are happening in the picture mean? Vacation, of course! You remember the kind of cap Mother wanted for Jerry. (Put *pretty* in card holder.) You remember the word which tells the time of day. (Add *morning*.) Now you can read the title. The picture suggests night. Why do you think the title says *One Pretty Morning*? (Lead children to suggest that the story will take place the next day.)

Developing ability to combine initial consonant clues and picture clues. Turn quickly to page 51. When you read the title,

you can see how *kitten* begins. I see a room which begins like *kitten*. (Write *I see a k*____. Wait for suggestion *kitchen*; then complete word. Continue with *I see a d*____. [*door* or *dish*] *Do you see the t*____? [*table*] Continue with several other initial consonants.)

Developing ability to combine context clues and initial consonant clues. One morning Alice saw a friend of Mother's. (Write *Alice said, "Good m*____." Not long after this May saw Alice and said—(Write *Come to my h*____ and play.)

Reviewing initial consonant sound *wh*. Say the word *what*. Listen to the way it begins. Watch the way it begins. (Write *what* and trace *wh*.) I will say a sentence for each of you. Tell me two words which begin like *what*. *Where* did you get the *whistle*? I know *why* you *whisper*. *Which* dog is *white*? The *wheels* on my wagon *whirl* round and round. (etc.)

Supplementary Activities

1. *Preprimer Workbook*, pages 69-72.
2. *Textfilm*. *Open the Door*, Frames 32-34. (See page 446.)
3. **Bulletin board.** Put Reading Readiness Picture Card 58 on bulletin board. To the left have the following story.

My Big Bicycle
See my big bicycle.
See the two big wh_____.

UNIT 69

Open the Door (pages 57-64)

Materials Needed

Pocket Card Holder

Word Cards

and	here	my	three
can	I	One	to
come	jump	Pretty	two
do	look	ride	up
down	Morning	see	window
go		the	

Reading Readiness Picture
Card 28

Phrase and Sentence Cards

He saw	It is
I do	Jerry ran
I do not	Mother walked
I like	What do you want
I want	What do I want
It can go	You can have

Procedure

Checking retention of vocabulary of *Skip Along*. (In the card holder have all word cards listed above except *do, morning, pretty, to, window*. Have each child say, "One, two, three! How many for me? He then sees how many cards he can read before he is "caught.")

Vocabulary recall. This is the day that the family goes on a vacation. It was night in the picture but we were sure the story was to be about—(Build *One Pretty Morning* in card holder.) Each of you tell one thing which would make a pretty morning. If someone asked you this question on a pretty morning, how would you answer? (Build *What do you want to do*.) I wonder what Alice and Jerry would say. If you can read these sentence beginnings, we can find out. (Add *It is, I want, You can have, It can go, I like, He saw, I do, I do not, Jerry ran, Mother walked*.)

Developing ability to observe and interpret picture details and to predict outcomes; Reading from *Open the Door* (page 57). We missed someone in this picture. Read the title quickly so that we can turn and see if Mother really did come.

Page 58. (Have pupils make pertinent discoveries, e.g., the two-bunk bed, method of lighting cabin, of holding up window, etc.) I see this new word (hold up word card *window*) in the very first sentence. But you do not need any help from me. You know how it begins. Then use your picture to help you. Who is ready? (Continue to use usual procedure for rest of this page and for pages 59-64. In the oral rereading, have each pupil choose the picture he likes best and read text which goes with it.)

Page 65. Alice has tried to be a carpenter. How do I know? I think she is tired of playing by herself because the title says—(Add *What do I want* to card holder, and have the title read.)

Establishing sight vocabulary; Developing accurate word recognition. (Write *I have a kitten and a puppy at my house*. Have the sentence read; then underline *a, and, at*, and have each word read. Then play "Magic" with *a, and, at*. Continue procedure with the following sentences and underscored words: *See my kitten. It is in the house.* [Underline *It, is, in.*] *One morning I saw Father on the train.* [Underline *One, on.*])

(Play "Magic" with the following sentence beginnings: *I have,*

I want, I like, I see, I saw, I ran, I walked, I looked, I do, I do not, I did, I did not, He is, He is not, I can, I can not.)

Reviewing initial consonant sound *th*. Say the word *three* and listen to the way it begins. Watch how it begins. (Write *three* and trace *th*.) Remember it takes two letters to start *three*. I will say *three* words to each of you. If you tell which two begin like *three*, you may go to your seats. (Use *think, thought, third, thirteen, thirty, thread, thumb, throat, thick, thin, thermometer, thank, than, thorn, throne, thousand, thunder, thistle*.)

Supplementary Activities

1. *Preprimer Workbook*, pages 73-75.
2. **Textfilm.** *Open the Door*, Frames 35-37. (See page 446.)
3. **Bulletin board.** Put Reading Readiness Picture Card 28 on bulletin board. To the left have the following story.

My House

Here is my house.

Can you see the d_____?

Can you see the windows?

Can you see the r_____?

UNIT 70

Open the Door (pages 65-71)

Materials Needed

Pocket Card Holder

Word Cards

big	it	play	window
blue	like	pretty	with
good	little	red	you
house	may	something (2)	
in	me	to	
is	on	want	

Phrase Cards

I do
I do not want
It is
Something you want
What do I want
You may have

Procedure

Checking retention of vocabulary of *Under the Sky*. (Have in card holder all word cards listed above except *house, window, pretty, something*. Have pupils play "One, Two, Three! How Many for me?" Check to see whether all carrier words—all

words except nouns—introduced in *Under the Sky* are recognized AUTOMATICALLY.)

Vocabulary recall. Today is the great day when we finish still another book. We will need to know—(put *house* in card holder) and (add *window*). We will also need these sentence beginnings. (Add *I do, I do not want, It is.*) Someone in the story says—(Build, in succession, *You may have something pretty, Something good, Something you want.*) Maybe Alice will be able to answer her own question. (Add *What do I want.*)

Developing ability to observe and interpret picture details and to predict outcomes; Reading from *Open the Door* (pages 65-71); Oral rereading. (Proceed in the usual way.)

Developing ability to combine initial consonant clues, picture clues, and context clues. I will write several sentences to tell you about Alice's and Jerry's house. Read silently as I write, and be ready to help me finish the words I leave unfinished.

A Pretty House

See the pretty house.

Do you see the windows?

I see c_____ on the windows.

Come in at the d_____.

Alice and Jerry l_____ here.

Reviewing initial consonant sound g. Can you read this number? (Write 17 on board.) Can we remember seventeen words which begin like *go* and *good*? (Proceed as in previous units. Give whatever hints are necessary to have pupils attain score: *game, goose, geese, get, got, goat, gold, gas, gay, gallop, garden, gather, gate, give, gave, gift, gobble, golf, gum, etc.*)

Supplementary Activities

1. *Preprimer Workbook*, pages 76-79.
2. **Textfilm.** *Open the Door*, Frames 38-40. (See page 446.)
3. **Test.** Give the informal test on page 80 of the *Preprimer Workbook*. Be sure sample exercise is marked correctly. Then give no further help. Average groups should make a score of 10. If scores fall below 10, check your teaching with the unit plans. Correct each child's test with him individually. In teaching *High on a Hill*, be sure to emphasize those words which this test reveals are still not recognized automatically.

IV. UNIT PLANS FOR THE FOURTH PREPRIMER

HIGH ON A HILL

The purpose of this book is fourfold:

1. To use again in new and interesting stories the vocabulary of the basic preprimer, *Open the Door*.
2. To contribute to thorough mastery of the basic vocabulary by affording pupils wide opportunity to apply this basic vocabulary in the reading of new context.
3. To keep the introduction of new words to a minimum: in this book 11 new words to 2,170 running words.
4. To develop confidence, power, and pleasure in reading longer units by supplying full pages of text well within the range of the pupil's reading ability.

UNIT 7I

High on a Hill (pages 2-5)

Materials Needed

Pocket Card Holder

Word Cards

home name walked

man ran

Reading Readiness Picture

Card 59

If a projector is available, use the Textfilm for *High on a Hill*, Frames 1-11, before beginning this unit. (See page 447 for directions.)

Procedure

Introducing *High on a Hill*; Building setting for story. Do you remember the hill on which Alice, Jerry, and May played boat, train, and airplane? It was their favorite place to play. Maybe that is why our new book is called—(Hold up *High on a Hill* and move your hand from left to right under title as you read it.) Do you think the pictures on the cover are good ones to go with the title? Why? Suppose you go with Alice and Jerry

and May through the book and see what is happening. (Allow several minutes for leafing through the book.) Now close your books. Did you see any friends of yours? Anything you would like to do? Anything funny?

Introducing new words and their meanings. If you can help yourselves with some new words, we can read and find out what happens high on a hill to Alice.

(Have *Come home*, *Alice saw a man*, *My name is Alice* written on the board.) Jerry was at Jack's house. Mother wanted him. So Alice ran to get him and called—(Indicate *Come home*.) You know how the new word begins. You know what Alice would call. Who is ready to read? Of course the new word is—(hold up word card *home*; have it read and added to card holder.) Take a good camera picture of the word *home*. Don't let me catch you. This word—(write *house*) says—. But this word—(write *home*) says—. The (indicate *house*) we live in is our (indicate *home*.)

When Alice came home, Father was coming in at the gate with a visitor. (Indicate sentence *Alice saw a man*.) Remember how the new word begins. Remember the visitor is a person. Alice saw a m____. (Wait for suggestion *man*.) Of course the new word is—(Hold up word card *man*; have it read and added to card holder.) Take a good picture of the word *man*. Of course this word—(write *may*) says—. But this word—(write *man*) says—.

The man had never seen Alice before. So she said—(Indicate *My name is Alice*.) The new word (indicate *name*) begins like—(write *not*.) Think how it begins. Then jump over it and read the rest of the sentence. My n____ is Alice. (Wait for suggestion *name*.) Of course the new word is—(hold up word card *name*; have it read and added to card holder.) Take a good eye picture of *name*. If I begin my word like this—(write na____), you will tell me to finish the word—. But if I begin like this—(write no____), you will tell me to finish.—(*not*) (Change position of cards in card holder continuously and have each child read all three cards.)

Developing ability to observe and interpret picture details and to predict outcomes; Reading from *High on a Hill* (Title page). Find the title of our book. Be ready to read it

and to tell why it is a good title for the picture on this page. If you were high on a hill, what would you see? What would you hear? Feel? Do? Turn the page so that we can read to find out what happens to Alice.

Pages 2-3. I have discovered a corner of someone's (indicate *home* in card holder). Whose home is it? What other discoveries have you made? (Be sure term *hammock* and its meaning are thoroughly discussed.) There is a fence around the yard at Alice's house. When you come in or out, you come in or out of the—. Can you find the sentence with the picture of the gate?

Read the title and discover whom the story is about. Alice is tired of swinging in the hammock. What does she want to do now? Read four sentences to find out. Did Jip come running? Read the next sentence and see. (Proceed in similar way with remainder of page.)

Pages 4-5. Of course you discover the (indicate *man* in card holder). What do you see high on a hill in this picture? Alice is running down a—. Can you find the picture of the road in a sentence on page 4? If Jip has a house of his own to live in, what do we call that house? Can you find the picture of the dog-house on page 4? Now if you know these opposites (add *ran*, *walked* to card holder), we can read and help Alice find Jip. (Continue in usual way with reading of pages 4-5.)

Dear me! I hope Jip is not lost, don't you? We will find out more when we read tomorrow.

Developing understanding of compound words. I like to have fun with words. Sometimes I put two words together and make one big word. I put *hill* and *top* together to make the word *hilltop*. Could you use the big word *hilltop* in a sentence? Maybe you could put *road* and *side* together, and finish my sentence for me: "In the book I saw grass growing by the _____."

Developing ability to combine picture, context, and initial consonant clues. (Clear card holder; then add Reading Readiness Picture Card 59.) When Alice was running down the road, it looked to me like a country road. If she should see a man who looked like this, I am sure she would know that he was—(Write *The Farmer* on the board. If any child should say *man* instead of *farmer*, call attention to the fact that the new word could not be *man*. It begins like *Father*. Also show word card *man*.)

If the farmer talked to you he might say—(Write *My home is on a farm*. Have pupils note that *farm* begins like *farmer*. Have them find the small word inside the word *farmer*.) Maybe the farmer will say—(Write *I have cows on my farm*. Have pupils get the word *cows* by suggesting that the animal the farmer tells about begins like *can* and *come*.)

Reviewing initial consonant sound *s*. Earn your way to your seats by telling me two words which begin with this sound. (Write *s*.)

Supplementary Activities

- 1 Independent reading. If the preprimer *Rides and Slides* is available, have pupils read pages 2-7.
- 2 Bulletin board. On the bulletin board put Reading Readiness Picture Card 59 and the sentences developed in connection with it. Have pupils draw a farm picture to further illustrate the story.

UNIT 72

High on a Hill (pages 6-9)

Materials Needed

Pocket Card Holder

Word Cards: got green home man name went

Procedure

Introducing new words and their meanings. This morning we are on the lookout for a lost puppy. I hope you know his—(Add *name* to card holder.) I hope he comes—(Add *home*.) It is too bad the—(add *man*) did not see him. Who will read the three new words from yesterday again?

You remember the fence along the road. Alice decided to do something. So—(Write *Alice got up on the [fence]*. Use simple rebus drawing instead of the word *fence*.) The new word (indicate *got*) begins like—(Write *go, good*.) Think what Alice would do. Think how the word begins. Alice g_____ up on the fence. (Repeat until someone suggests *got*.) Of course the new word is—(Hold up *got*; have word read and added to card holder.)

You know this color word. (Write *red*; then *blue*; then *brown*). There is a color word in this sentence which begins like *go* and *good*. (Write *Alice ran up on the green [hill.]* Use simple rebus drawing instead of word *hill*. Pupils will probably know the word *green* from the color experiences they have had in the schoolroom. If not, use the usual developmental procedures.) Then this word says—(Hold up *green*; have word read and added to card holder.)

Take a very careful eye picture of the new word in this next sentence. (Write *Alice went up and up*; then indicate *went*.) It begins like *want*, but it does not say *want*. It begins like *walked*, but Alice did not walk. Alice *went* up and up. (Have the sentence read several times.) Now take another careful eye picture of *went*. (Add word card *went* to card holder.) Watch this letter particularly. (Indicate *e*, but do not name letter.) If I start this way (write *we*____), you will tell me to finish—. Of course you will tell me to finish *went* because you see this letter. (Indicate but do not name *e*.)

Now read again what Alice did. Maybe something scared her because—(Write *Jump went Alice* and have sentence read.) She must have been lying down because—(Write *One big jump and up she got*.) I believe she was a bit cross because she said—(Write *See what you did to me*.) Who can read all the sentences on the board? All the words in the card holder? Now let's see if we can find Jip.

Developing ability to observe and interpret picture details and to predict outcomes; Reading from *High on a Hill* (pages 6-7). If your eyes are as sharp as mine are, in the large picture you can discover a boy standing behind a fence. Can you find the sentence with the picture of the fence? Of the boy? I can't discover something in the sky, but I am sure it is shining. What am I looking for? Can you find a sentence with a picture of the sun? (Have page read by paragraph units.)

Page 8. (Allow ample time for children to decide that Alice does not see or hear Jip coming and discuss why. Let them tell of times when their own puppies have licked their faces. Lead them to see that the last paragraph should be read softly in tune with spirit of story.)

Page 9. (Have sentences on board reread before the first

paragraph on this page is read. Emphasize reading with Alice's cross voice in the second paragraph; her happy voice in the last.)

Oral rereading. (Have the story reread by page units. Emphasize with children that one sign of "growing up" is ability to read whole long pages of text.)

Developing ability to combine story recall, context clues, and initial consonant clues. Before long you won't need pictures in your sentences to help you read. I wouldn't be surprised if you could tell me what words to write in these sentences so that I wouldn't have to draw pictures. (Write *Alice went up on a green h_____*. *She saw two little s_____*. *She looked up at the s_____*. *She looked up at the t_____*. *She looked up at the b_____*. Complete each word as suggestion is given. Then have some child read all the sentences.)

Establishing sight vocabulary; Developing accurate word recognition. Suppose you read these sentences. (Write *I went to see Alice*. *I want to see Jip*. *I walked with Jerry*.) If I write this word (write *went*), what will it say? Find and read again the sentence in which you find it. (Continue with *want*, *walked*, *with*. Then play "Magic" with the four words. Use similar procedure for *got*, *go*, *good*.)

Supplementary Activities

1. **Independent reading.** *Rides and Slides*, pages 8-11.
2. **Textfilm.** *High on a Hill*, Frames 12-14. (See page 447.)
3. **Bulletin board.** On the bulletin board have the sentences that were used under "Developing ability to combine story recall . . .". Have children paint a picture to illustrate the green hill.

UNIT 73

High on a Hill (pages 10-13)

Materials Needed

Pocket Card Holder

Word Cards: go going got(2) green home man name this went

Procedure

Vocabulary recall. (Have the following sentences written on the board: *I went to see Alice. She is at home. I like the name Alice. Father got on the train. A man got on, too. My cap is green.) Jerry will have a grand good time in our story today. But if we are to enjoy the story, we need to be very sure of our new words. Suppose we read these sentences. (As each sentence is read, hold up the word card for the underscored word; then have the card read and added to the card holder. Have pupils read up and down the word ladder.)*

Introducing new words and their meanings. Do you remember how we made this word grow? First it said—(write *look*); then—(write *looks*); then—(write *looked*). Today this word (write *go*) is going to grow in another way. Jerry is busy this morning. (Write *He is going to see a man*.) Do you see the little word *go* inside this big word? (Draw a line under *go* in *going*.) Now read and make the sentence sound right, just the way it would if you were talking. (When sentence has been read correctly, hold up word card *going*; have it read and added to the card holder. Also add the word *go*.) Now what does this say? (Write *go*, change to *going*; repeat procedure several times.)

One day there were two puppies in the yard. Alice pointed to the brown one and said, "See this puppy." (Write the sentence as you say the words.) I like to think of *this* (indicate word) as the pointing word. It helps me to remember it. Alice pointed again and said—(Write *This is my puppy. This is Jip*.) Often when Alice goes to the store with Mother, she points and says—(Write *See this and this and this*.) Now of course you know—(Hold up word card *this*; have it read and added to the card holder.) Watch how *this* begins. It begins like *the*, and it takes two letters to get it started. (Trace *th*; then *Th*.) Take a careful eye picture of the next letter. Then when I write (write *thi*), you can tell me to finish the pointing word _____. When I write (write *the*), you can tell me that I have finished the word _____.

The title of our story is—(write *A Morning Ride*.) I discover a word which tells the time of day. Who can find it? Find another word which tells me what Jerry will have. I know how

many rides he will have. Find the word which tells. Now who will read the title?

Jerry does just what Alice did yesterday. (Write *Jerry got up on the fence* [simple rebus drawing]. Again he does what Alice did. (Write *Jump went Jerry*.) Now suppose we read to find out what this story is all about.

Developing ability to observe and interpret picture details and to predict outcomes; Reading from *High on a Hill* (pages 10-11). Where do Father and Jerry seem to be going? How many signs of the country can you discover? Have you found something for Jerry to ride on? Maybe he is going to be disappointed.

I don't believe Father intended to take Jerry with him when he started out. Read the title and the first three sentences on page 10 and find out why I think so. (Continue to have the page read by paragraph units.)

I am glad Jerry knows he cannot ride a cow. Can you find the word *not* in the last sentence on page 10? I find *not* in two places on page 11. Both times it begins with a capital letter. Can you find *not*? Now read the page to find out how Father answers Jerry.

Page 12. (Have pupils "discover" the sheep and lambs and identify the rebuses. Have page read in usual way.)

Page 13. (In the third paragraph, have pupils find the pointing word *this* in two places before reading. Have the one who first discovers the color of the horse read the last paragraph.)

Tomorrow we go riding with Jerry. Won't that be fun?

Developing understanding of compound words. Can you put *farm* and *yard* together to make a big word? Can you use *farm-yard* in a sentence? If you put *horse* and *back* together, you can tell what kind of ride Jerry will have.

Developing ability to see basic words in derived forms. What does this say? (Write *go*.) And this? (Write *going*.) Keep your eyes open. (Write *play*, then *playing*; *jump*, then *jumping*; *look*, then *looking*.)

Developing ability to combine story recall, initial consonant and context clues. Will you help me finish these sentences? (Write *Jerry got up on the f_____*. *He saw Father going down the r_____*. *Jerry saw two c_____*. *He saw big sh_____*.)

He saw little l _____. Complete word as soon as correct suggestion is given. Have sentences read orally as soon as completed.)

Supplementary Activities

1. **Independent reading.** *Rides and Slides*, pages 12-16. (Give help with words *had* and *good-by*.)
2. **Bulletin board.** Have the following story written on bulletin board. Have it read and illustrated.

What Jerry Saw
Jerry went down the road.
He saw two brown cows.
He saw three big sheep.
He saw two little lambs.

Check to see how many pupils are growing in ability to use context and initial consonant clues to unlock new words.

UNIT 74

High on a Hill (pages 14-16)

Materials Needed

Pocket Card Holder

Word Cards: going got green home man name This went Yes

Procedure

Vocabulary recall. (Have the following sentences written on the board.)

Father is going to see a man.
Jerry got up in the morning.
He went with Father.
This is my home.
My name is Jerry.
I have a green cap.

(As each sentence is read, hold up the word card for the under-scored word; have it read and put in card holder. Then have pupils play "One, Two, Three! How Many for Me?")

Introducing new word and its meaning. If the man asks Jerry if he wants a ride, I am sure Jerry will say—(Write *Yes* and wait for suggestion *Yes*.) In fact, I think he will say—(Write *Yes, yes, yes. I do, I do, I do want a ride.*) Of course the new word says—(Hold up *Yes*; have it read and added to card holder.) *Yes* begins like *You*. (Trace *Y*; then *y*.) Take a good picture of the next letter. Then when I write—(Write *Ye*_____), you can tell me to finish—. When I write (write *Yo*_____), you can help me finish—. Now suppose we read and get Jerry up on the big brown horse.

Developing ability to observe and interpret picture details and to predict outcomes; Reading from *High on a Hill* (pages 14-16). (Be sure to lead pupils to see that the horse is a slow-moving farm horse and that, for safety's sake, the farmer holds on to the halter. Have the pages read in the usual way. Then have the story reread by page units. When story is completed have pupils predict that Jerry may want to ride and ride, but Father and the man have other work to do. Have them decide why the title is "A Morning Ride.")

Page 17. If I put *water* and *fall* together, I can tell what I discover in the next picture. Can you? Wouldn't you like to be with May? I believe she would like to have us there, too, because I can read the title. Can you? I wonder where she is going and why she is all alone. Maybe we will find out in the story.

Developing ability to combine story recall, context and initial consonant clues. Are you growing big enough to get along without picture helps in sentences? Then help me write the words in these sentences. (Proceed in usual way.)

See this big brown h_____.

He is going down the r_____.

He is going in at the g_____.

Developing ability to see basic words in derived forms. You know this word (write *go*) and this one (write *going*). Now can you read these sentences? (Write *Jerry is looking at me. Alice is playing with May. What is May doing? She is jumping up and down.*)

Establishing sight vocabulary; Developing ability in accurate word recognition. (Play the "closed eyes" or "Magic"

game with *yes-you, with-want-went-walked-window, not-name, go-good-got, the-this.*)

Supplementary Activities

1. **Independent reading.** *Rides and Slides*, pages 17-19.
2. **Textfilm.** *High on a Hill*, Frames 15-17. (See page 448.)
3. **Bulletin board.** Have the following story on bulletin board to be read and illustrated.

The Big Brown Horse
Here comes the big brown horse.
He is going in at the gate.
He is going up to the house.

UNIT 75

High on a Hill (pages 17-19)

Materials Needed

Pocket Card Holder

Word Cards

did	go	had	man	want	yes
do	going	have	may	walked	you
down	good	he	me	went	
	got	here	my	window	
	green	house	morning	with	

Give pupils many simple experiences with shadows before beginning this unit. Let them discover for themselves that shadows change in length, that they are short when the sun is high in the sky, long when the sun is low. Have them discover that when they walk out of direct sunlight, sun shadows disappear. Have them measure their morning, afternoon, and noon shadows. Have them try to "lose" their shadows. (Review Textfilm for *High on a Hill*, Frames 2-4; see page 447.)

Procedure

Vocabulary recall. (In the card holder have all the word cards listed above, except *had*, arranged in alphabetical groups.) Read

and bring me all the cards which begin like *watch*. (Continue in similar way until all cards are removed. Then return several times those cards which cause trouble.)

Introducing new word and its meaning. (Hold up a copy of *High on a Hill* and say, "I have a book." Write *I have a book* on the board and read the words as you write. Underline *have*. Give the book to some child and say, "I *had* a book, but I do not have one now." Then write *I had a book* and read the words as you write. Underline *had*. Have the child who now has the book read the first sentence. Have him give the book to another child and read the second sentence. Continue until meaning has been added to words *have* and *had*.)

Of course by this time you know the new word. (Hold up word card *had*; have it read and put in card holder.) Take a good eye picture of *had*. Watch the last letter especially. Then when you see this (write *had*) you will know that the word is—. And this word (write *have*) is—.

Today we are going to read about May. You will discover that—(Write *She had on a little red cap*.) May plays with something and—(Write *It had a cap on, too*.) Of course I won't tell you what it was, but—(Write *It looked something like May*.) I wonder what it could be.

You remember we found out that we put either a period or a question mark at the end of a sentence to show that we have come to the end. If the sentence told something, we used a period. If it asked something, we used a question mark. Look at the sentences on the board. Do they ask something or tell something? How do you know? How many periods do you see?

Developing ability to read divided sentences. Sometimes in our books there is not room enough on one line for all of a sentence. Then we divide the sentence and put it on two lines. Watch me divide the last sentence. (Write on board):

It looked
something like May.

When I read *It looked*, I do not see a period after *looked*. I do not see a question mark. I know the sentence is not finished. So I go right on reading. I read as if the sentence were all on one line. (Read the sentence; then have several children read. Stress reading as if sentence were all on one line.) Now we are

ready to find out what this "something" was which looked like May.

Developing ability to observe and interpret picture details and to predict outcomes; Reading from *High on a Hill* (page 17). Is this sentence true? (Point to *She had on a little red cap.*) We wanted to find out why May was alone and where she was going. Read the title and the first two lines and find out what time of day our story starts. Now finish the page and find out why May does not play with Alice and Jerry.

Pages 18-19. The minute I look at the picture at the bottom of page 18, I know why May will not play with that kitten and puppy. What will happen in just a minute? Now look at page 19. Can you discover the "it" that looks something like May? Her shadow, of course. Can you find a sentence on page 18 with a picture of a shadow in it? If May can see her shadow, something must be shining. Can you find a sentence with a picture of the sun in it? (Have the page read in usual way. Stress smooth reading of two-line sentence.)

Won't May have fun playing with that shadow? We will find out what she does when we read again.

Developing ability to combine picture recall, initial consonant and context clues. (Write the following sentences and proceed in usual way.)

May ran down the r_____.

Little Kitten ran up a tr_____.

May looked up at the s_____.

She looked down and saw a sh_____.

Establishing sight vocabulary. (Play "Magic" with the following sentences: *I have a kitten. I had a puppy. I want a ride. I went to the store. You may go with me. He is going with me. I got up. I looked up. You may ride. Yes, you may ride.*)

Developing ability to understand compound words. Can you put *sun* and *light* together to make a word which tells what May saw. Now put *tree* and *top* together and tell me where the kitten went.

Supplementary Activities

1. Independent reading. *Rides and Slides*, pages 20-21.
2. Shadow pictures. Help pupils to make window transpar-

encies by pasting cut-outs between two pieces of colored tissue paper. Hang them where the light will shine through and show the picture.

3. **Games.** Play "Shadow Tag," a game where "It" steps on another player's shadow to make him "It." Try drawing around the actual shadow of the same pupil at different times of the day.

UNIT 76

High on a Hill (pages 20-22)

Materials Needed

Pocket Card Holder

Rebus Cards: barn door

Word Cards

going	green	home	name	went
got	had	man	this	yes

Procedure

Vocabulary recall. (Review procedure from previous unit with *I have* a book, *I had* a book. Then write the following sentences; have each sentence and the underscored word read. Then use the word cards listed above as flash cards.)

See the kittens.

Look at this kitten.

I went to the store.

I want to ride.

Yes, I can go with you.

Jip got up on me.

Developing ability to read two-line sentences. I hope you remember about May's shadow. (Write *It had a cap on, too.*) I hope you can read this divided sentence as if it were all on one line. (Write on board):

It looked
something like May.

In back of May's house was a—(Hold up rebus *barn*.) Then this word (reverse rebus) says—. I am sure I can use the word, not the picture. This is what May did. (Write):

May ran home
to the big red barn.

I do not stop when I get here (indicate end of the first line) because I do not see either a period or a question mark. I go right on and read the whole sentence as if it were all on one line. Read with your eyes first. Now who is ready?

There was a door in the barn, and here it is. (Hold up rebus *door*. Discuss reason for divided door.) Then of course this word (reverse rebus) says—. When May went into the barn, she did not see the sun because—(Write):

It did not come in
at the door.

(Proceed with reading in usual way.) I think May is trying to fool her shadow. Let's see if she really does.

Developing ability to observe and interpret picture details and to predict outcomes; Reading from *High on a Hill* (pages 20-22). (Have pupils make pertinent discoveries and read each page in the usual way. On page 21, be sure the stream is identified as a brook or a creek and that pupils find the sentence with the picture of the brook before the page is read.)

Page 23. How many playthings can you discover? When I see Alice looking up from her work and when I read the title, I think I know what will happen next. Do you?

(Since "Play with Me" is May's story, choose five girls to reread the story by pages.)

Developing an understanding of compounds words. Put *door* and *way* together, and tell me where May stood when she came to the barn. Put *path* and *way* together to tell what we call the road along the brook.

Reviewing initial consonant sound v. May had a *very* smart shadow. Say the word *very* and listen to the way it begins. Watch how *very* begins. (Write *very* and trace *v*.) Tell me some more words which begin like *very*. I will write them under *very* to prove that you are right. (Stimulate recall of *voice, vacation, vase, valentine, violin, velvet, vote, vest, vacuum, vegetable, vanilla, veil*, etc.)

Supplementary Activities

1. Independent reading. *Rides and Slides*, pages 22-25.
2. Textfilm. *High on a Hill*, Frames 18-20. (See page 448.)

3. **Bulletin board.** Have the following story on the bulletin board to be read and illustrated.

In the Barn
May ran home to the big red barn.
She did not see the sun.
It did not come in at the door.

UNIT 77

High on a Hill (pages 23-27)

Materials Needed

Pocket Card Holder

Rebus Card: hat

Phrase Cards

I did	I do not	I like	I saw	She had
I did not	I had	I looked	I walked	She went
I do	I have	I ran	I want	

Procedure

Vocabulary recall. Reading is much easier when we know how sentences begin. Each of you take one sentence beginning from the card holder, read it, and then begin a sentence that way.

Developing ability to read two-line sentences. Alice will have a most interesting time today. She will talk to someone and someone will talk to her. Here is what they say. (Write):

"My name is Alice,"
said Alice.
"Come with me,"
said the man.

Who can find the first period? (If any comment is made on the comma, explain that that mark is called a *comma*. Make no further comment.) Now read until you come to the period. Read as if the sentence were all on one line. (Repeat procedure for second sentence.)

Developing ability to observe and interpret picture details and to predict outcomes; Reading from *High on a Hill* (pages 23-27). (Proceed in usual way. On page 24 have pupils identify all objects in window. Then suggest that Alice is so in-

terested in the hats that she doesn't see half as many things as they do. When page 27 has been read, have pupils predict what will happen if Alice cannot find a hat she likes.)

Developing ability to see basic word in derived forms. Of course you know what this is. (Hold up rebus card *hat*.) Then this word (reverse rebus card) says—. Now what does it say? (Write *hats*, follow with singular and plural forms of *house*, *window*, *cap*, *store*, *airplane*, *boat*, *train*, *store*.)

Developing ability to combine initial consonant and picture clues. Look at page 24 and help me to complete some words. (Write *I see two l_____* [ladies]. Change consonant, until principal items in picture have been identified.)

Reviewing initial consonant sound *m*. You may go to your seats if each of you can tell me a word which begins like *money*. (Call on less imaginative children first.)

Supplementary Activities

1. **Independent reading.** *Rides and Slides*, pages 29-36.
2. **Bulletin board.** Have the following story written on the bulletin board for reading and illustration.

The Store Window

Look in the store window.
See the red airplanes.
See the big blue boat.
I see a red train, too.
What do you see?

UNIT 78

High on a Hill (pages 28-31)

Materials Needed

Pocket Card Holder **Rebus Cards:** bow flowers ribbon roses
Word Cards

a	cap	have	looked	pretty	saw	walked
at	did	he	morning	ran	she	what
brown	do	house	not	said	too	window

Procedure

Vocabulary recall. (Have all word cards, listed above, in card holder. Have each child play "One, Two, Three! How Many for Me?" Use this technique to check retention of vocabulary of *Open the Door*. Return to card holder several times any words which cause trouble.)

Establishing correct terms for rebus. (Discuss the suggestions given by pupils at close of last period as to what Alice might do if she cannot find the hat she wants. Stress the idea that she need not go to another store. Maybe someone in this store can make a hat especially for her. Talk about the workroom of a millinery store, the boxes of trimming, etc.) Of course if Alice wants a hat, she will want some—(add rebus card *flowers* to card holder) on it. She will want some—(add *ribbon*). Maybe the ribbon will be used to make a—(add *bow*). Alice might even want a special kind of flower called—(add *roses*). Now read all the picture cards and tell what she might want on her hat. Does anyone think he could read the cards if I should turn them? (Let someone try, but REMEMBER THESE WORDS ARE NOT PART OF PREPRIMER VOCABULARY.)

Developing ability to observe and interpret picture details and to predict outcomes; Reading from *High on a Hill* (pages 28-31). (Have pages read in usual way. Have pupils identify the roses and butterfly on finished hat and decide why they can see only two bows. Have them predict what Father and Jerry will say about the hat, where Alice will keep it, when she will wear it, etc.)

Developing ability to combine context clues and initial consonant clues. Suppose you trim a hat for me. (Write the following sentences and have pupils suggest the words which are to be finished.)

I want a gr_____ hat.

I want r_____ on my hat.

I want a big b_____. (etc.)

Reviewing initial consonant sound *f*. (Write *f* on board, but do not suggest a word beginning with the *f* sound.) You may go to your seats if you can tell me a word which begins with—(Indicate *f*.)

Supplementary Activities

1. Independent reading. *Rides and Slides*, pages 37-39.
2. Textfilm. *High on a Hill*, Frames 21-23. (See page 448.)
3. Have pupils cut from colored paper a hat like Alice's. Have them also cut the trimming.

UNIT 79

High on a Hill (pages 32-35)

Materials Needed

Pocket Card Holder

Word Cards: going green home name went
 got had man this yes

Procedure

Vocabulary recall. (In a row in the card holder have the word cards listed above. Have individual children each take a card, read it, and use it in a sentence. Have some child who needs further help in sight vocabulary read and collect the cards and return them to card holder. Check to see if any words in the new vocabulary of *High on a Hill* are causing trouble.)

Developing ability to observe and interpret picture details and to predict outcomes; Reading from *High on a Hill* (pages 32-35). (Lead pupils to make the pertinent discovery that when the story begins, Father has no idea of an airplane ride. This may explain Alice's willingness to stay and play with May. Have the boys identify parts of plane and of pilot's costume on page 35. Have pages read by paragraph units.)

Developing ability to combine picture and initial consonant clues. If you look at the picture on page 35, I am sure you can help me to finish these sentences. (Write) :

The P_____

I saw a p_____.

He had a brown s_____.

He had a brown airplane cap.

The cap had g_____ on it.

The pilot had blue gl_____.

Developing understanding of compound words. Can you put the words *air* and *field* together and tell me where Jerry went with Father? Now put *run* and *way* together and tell me where the plane is when it starts off:

Establishing sight vocabulary; Developing accurate word recognition. You will have to be pretty good at playing "Magic" this morning, or I will catch you. Watch these words change. (Write *He went*; change *went* to *wants*, *saw*, *looked*, *got up*, *had*, *did*, *did not*, *likes*, *ran*, *said*, *can*.)

Supplementary Activities

1. Independent reading. *Rides and Slides*, pages 40-41.
2. Bulletin board. Put the pilot story, developed in this unit, on the bulletin board. Have the story reread and illustrated.

UNIT 80

High on a Hill (pages 36-40)

Materials Needed

Pocket Card Holder

Word Cards

big	good	is	like	may	on	red	to	with
blue	in	it	little	me	play	something	want	you

Procedure

Vocabulary recall. (Play "Here I Come, Here I Go" with all word cards listed above, by putting a card in card holder and immediately removing it. Have some child tell what word he saw. Use this technique to check retention of words from *Under the Sky*. Repeat several times with any words which cause trouble.)

Introducing new word and its meaning; Developing ability to observe and interpret picture details and to predict outcomes; Reading from *High on a Hill* (pages 36-37). Make-believe you are up in that airplane. Look down. How many things can we see? When you read, try to remember to check and see if Jerry's eyes were as sharp as yours.

When you leave home in the morning, what do you always say to Mother? Of course you say "Good-by," and if you have sharp eyes you can find the word *good-by* many times on page 36. Find it and tell me how many times it begins with a capital letter. How many times with a small letter? We put two words together to make *Good-by*, and we separate them with this little line. (Write *Good-by* and indicate hyphen.) The first word (indicate *Good*) says—. Then this word (indicate *by*) must say—. The whole word says—. Now the airplane is going up. Let's read and go with it. (Have both pages read in usual way.)

Pages 38-39. Do you remember the white clouds we discovered on page 37? I think Jerry sees them now because on page 38 I see a sentence with a picture of clouds in it. Can you find it? Now look carefully at the big picture. How many signs can you find to show that the airplane is going down? (Have hangars identified and pages read in usual way.)

(When line 8, page 38, is reached, read the sentence aloud, pausing after *my*. Explain that the mark is called a *comma*, and it means to pause just a little, the way Jerry would in talking. Have each child read sentence.)

Page 40. I know exactly what Jerry is saying when I look at the picture. How many times can you find *Good-by* on this page? How many lines will we have to read before we finish the first sentence? How do you know? Read the sentence with your eyes so that when you read for us, it will sound as if the sentence were all on one line. (Have the rest of the page read by sentences. Each time have pupils decide whether the sentence is one or two lines long.)

Page 41. On the next page May seems to be the one who has discovered something. What do you think it is? When I read the title I find that it must be—.

Oral rereading. (Choose boy readers to reread "The Airplane Ride" by page units.)

Developing ability to combine picture and initial consonant clues. Help me to finish these sentences.

Up in the Airplane
I look up at the s____.
I can see c____, too.
I look down and see tr____.

Establishing sight vocabulary; Developing accurate word recognition. (Play "Magic," as in previous unit, with *It is, it is not, This is, Here is; this boat, the boat, my boat*, etc.)

Supplementary Activities

1. Independent reading. Rides and Slides, pages 42-45.
2. Textfilm. *High on a Hill*, Frames 24-26. (See page 448.)
3. Bulletin board. Have the story "Up in the Airplane" written on bulletin board for rereading and illustration.

UNIT 8I

High on a Hill (pages 41-43)

Materials Needed

Pocket Card Holder

Word Cards: a did have it saw want with
 and do in the on went you
 at had is said this what yes

Procedure

Vocabulary recall. (The words listed above represent the most difficult carrier words from the vocabulary of the pre-primers. Have the word cards in card holder; have each child take one card, read it, and use it in a sentence. Have some child who needs extra help in sight vocabulary collect the cards. Repeat procedure with any words which are not recognized automatically.)

Establishing correct term for rebus. (Recall that the story is to be about "something good" May found on the floor. Show a penny to the group and decide that in the story it will be called *penny*, not *cent*. Have pupils tell what they might buy with a penny and what they think May may get.)

Developing ability to observe and interpret picture details and to predict outcomes; Reading from *High on a Hill* (pages 41-43). (Have pages read in usual way. On page 43 have pupils discover all the animals shown in pet-store window and then check by reading to see if May's eyes were as sharp as

theirs. Have them decide whether any animal in that window could be bought with a penny.)

Developing ability to combine story recall, context and initial consonant clues. (Write the following story on the board. As soon as pupils suggest the word which is meant by the initial consonant, complete the word.)

The P_____ Store

May went to a pet store.
She saw a puppy in the window.
She saw th_____ little kittens.
She saw two green b_____.
She saw three little d_____.
And she saw one little r_____.

Supplementary Activities

1. Independent reading. *Rides and Slides*, pages 46-47.
2. Bulletin board. Have the story "The Pet Store" written on the bulletin board. Have pupils draw a pet-store window and then draw or cut from old magazines the animals to go into it.

UNIT 82

High on a Hill (pages 44-47)

Materials Needed

Word Cards: (any words which are not recognized automatically)

Procedure

Vocabulary recall. (Use techniques from previous unit with words indicated above.)

Reading from *High on a Hill*. (Have pages 44-47 read in usual way. In each picture have pupils decide what can be bought for a penny. Rebus pictures on page 45 are to be called *stars* and *hearts* respectively.)

Supplementary Activity

Textfilm, *High on a Hill*, Frames 27-29. (See page 448.)

Diagnosis of Pupil Growth

(Upon the completion of *High on a Hill*
and the Preprimer Program)

1. Has learning to read become a thoroughly enjoyable experience for each child as evidenced by such remarks as "Can't we read a little more?" "That was a good story."

2. Have pupils' powers of observation been quickened to the point that they can interpret what is happening in pictures, follow a sequence of events in logical order, and predict outcomes?

3. Do pupils live in the story? Are people and events real to them as they read?

4. Have they absorbed the idea that the purpose of reading is to find out? Have they grown to understand that pictures cannot tell all?

5. Have they a basic sight vocabulary of seventy-eight words which they can recognize automatically? Can they apply this vocabulary to new context with ease and confidence?

6. Have their powers of visual and auditory discrimination been quickened to the degree that they can readily recognize words which begin with the same sound?

7. Are they beginning to show signs of self-reliance in attacking new words? Are they beginning, under guidance, to be able to use picture, context, and initial consonant clues to unlock new words?

8. Have certain fundamental reading habits been well established? For example, do they read silently before reading orally without having to be reminded to do so? Do they read without head or lip movement?

9. Is oral reading fluent and expressive?

10. Are you, the teacher, taking time off at intervals to care for certain weaknesses which have become apparent in individuals or in the group, before rushing on the new material? Are you modifying unit plans to meet the needs of the group? "Haste makes waste" all too often in the teaching of beginning reading.

11. Are you having an enjoyable time also? Have you a feeling of pride in the accomplishments of this group?

Program for Immature Group

I. UNIT PLANS FOR THE FIRST PREPRIMER SKIP ALONG

UNIT I

Skip Along (pages 2-3)

Materials Needed

Pocket Card Holder
Big Pictures 1-2

Word Cards: Alice Jerry

If a projector is available, use the Textfilm for *Skip Along*. Frames 1-8, before beginning the book. (See pages 437-38 for directions for using the Textfilm.)

Procedure

The purpose of using the Big Pictures with immature groups is four-fold:

1. to develop ability to note picture details
2. to stimulate pupils to go beyond identification of details to interpretation of what is happening in pictures
3. to foster ability to foretell what will happen next by noting how the action in pictures changes in a given story
4. to develop ability to follow a series of events in order through the telling of picture stories.

Picture study. *Details and interpretation:* (Have Big Picture 1 fastened to the card holder.) You remember the trip we took to the farm in *Over the Wall*. So of course you know who this is. How did you know that this was Alice? (Bring out the idea that her hair is her distinguishing characteristic. Have children note such details as the path, the picnic basket, etc. Stimulate them to see that the lunch basket suggests a picnic. Have them guess what might be in the basket.) Do you think Alice will go on a picnic all alone? Whom will you expect to see in the next picture?

(Turn card to picture of Jerry.) Were we right? How do you know that this is Jerry? (Have pupils identify Jerry's curly hair as his distinguishing characteristic.) What has happened since the last picture?

Telling the picture story: (Turn again to the picture of Alice.) Suppose we tell the story of these two pictures. I will start, and then someone may go on. One lovely summer day, Alice and Jerry wanted to go on a picnic. So Mother packed —. Who will go on with the story? I hope you will tell about the path and the doll. (DO NOT OMIT THIS ORAL LANGUAGE APPROACH. IT IS VERY IMPORTANT WITH IMMATURE GROUPS.)

(Turn to the picture of Jerry.) By and by Alice put the basket down. By this time Jerry was very hungry. So he —. Who will finish the story?

Vocabulary introduction. *Alice, Jerry.* (Turn card to picture of Alice.) Boys and girls who can tell picture stories so well can learn to read words, too. This word says Alice. (Write *Alice* on the board in very large manuscript writing. Have each child read the word.) Watch how *Alice* begins. (Trace the *A*.) On this chair are two cards. One of the cards says *Alice*. Who will find the card, match it with the word on the board, read it, and put it under the picture of Alice? (Return the card to the chair. Repeat procedure with each child.)

(Turn card to picture of Jerry.) This word says *Jerry*. (Write *Jerry* on the board. Trace the *J*; call attention to the twin letters. Then repeat procedure used for word card *Alice*. Give the two cards to each child in turn and have him read them.)

Reading from *Skip Along*. Readers as good as you, are ready for new books. (Hold up a copy of *Skip Along*.) The title of our new book is *Skip Along*. Where do you think these children are skipping? You can skip along, too, because you know how to hold books and turn pages. Let's play secrets. Think, but don't tell until I ask you. How many books do we need for the boys? For the girls? Now who will read the title so that we can skip along to the next page?

Title page. Who is skipping along in the little picture? Who can find the title *Skip Along* at the top of the page and read it for us?

Page 2. Have you seen this picture before? Who will read the little girl's name? Who will read the page number?

Page 3. Is this picture just like the one on the card holder? Who will read the boy's name? The page number?

Extending and enriching the child's speaking vocabulary. I hope you remember the good name we used for the little road down which Alice and Jerry were walking. Let's try to use the grown-up word *path*.

Developing ability to hear initial consonant sound *d*. Alice has a *doll*. Say the word *doll* softly with me and listen to the way it begins. Now say *doughnut*. Alice put her *doll down* on the ground. Say *down*. I hope the *doll* will not get *dirty*. *Doll, down, doughnut, dirty*. My ears tell me that they all begin with the same sound. How sharp are your ears? This morning you came in at the *door*. Did you hear a word which begins like *doll, doughnut, down, and dirty*?

Supplementary Activity

Vocabulary Preprimer Workbook, page 1. In all workbook activities be sure directions are understood. When page 1 is completed, children may draw a picture of Alice and Jerry.

UNIT 2

Introduction to page 4, *Skip Along*

Materials Needed

Pocket Card Holder

Big Pictures 1-2

Word Cards: Alice Come Jerry

Sentence Cards

Come Jerry

Come Jerry come

Procedure

Motivated review. (Have Big Picture 1 fastened to card holder.) Alice is waiting for you. Who will find her name among the cards on this chair and put it under her picture?

(Reverse card to show Big Picture 2.) This boy wants you to find his name, also. Who is ready? (Use the word cards *Alice* and *Jerry* as flash cards and have each child read. If any child has trouble, repeat procedures outlined in Unit 1.)

Vocabulary introduction. *come*. When the lunch was all eaten, Alice walked off by herself. All at once she saw something. She wanted Jerry to see it, too. So she called, "Come!" (Put *Come* in the card holder as you say the word. Then have each child read the card and interpret its meaning by coming up to the front of the group.) Watch how *Come* begins. Sometimes it begins with a big letter. We call this big letter a capital letter. (Trace the *C*.) Sometimes it begins with a small letter. (Reverse card and trace the *c*.) But it always says *Come*.

Jerry didn't hear Alice call. So she tried again. This time she called, "Come, Jerry." (Put sentence card *Come Jerry* in the card holder as you say the words. Have each child read the card.) Show me where it says *Come*. Cup the word with your hands like this (illustrate). Show me where it says *Jerry*. Now read what Alice said first. What she called the second time! I can tell that it is Alice talking because she uses Jerry's name.

Still Jerry didn't come. So Alice called, "Come, Jerry, come." (Put *Come Jerry come* in the card holder as you say the words and have each child read.) Who can find *Come* when it begins with a big or capital letter? Who can find *come* when it begins with a small letter? How many times can you find *come* in the card holder? Who will read what Alice said first? What she called the second time? The third?

I wonder what Alice wanted Jerry to see. Suppose we guess.

Activities for developing sight vocabulary. (Remove all word cards from card holder. Reverse sentence cards so that blank side is upward. As you say, "One, two, three! What do you see?" have each child take one sentence card, turn it over and read, and then put it back with blank side upward. Reverse position of cards in holder several times.)

(Remove sentence cards. Put word cards *Alice*, *come*, *Jerry* in the card holder one at a time and have some child read.

Reverse order of cards and repeat procedure for each member of the group.)

Developing ability to hear initial consonant sound *d*. When we listened closely we found some words which began like *doll*. How many of these words can you remember? (Give help if necessary and recall the words *doughnut*, *down*, *dirty*, *door*.) Jack has a *dog* for a pet. Say *dog* softly. Did you hear another word which begins like *doll*? Sometimes you help mother wash the *dishes*. Did you hear another word which begins like *doll*?

Supplementary Activity

Vocabulary *Preprimer Workbook*, page 2.

UNIT 3

Skip Along (pages 4-5)

Materials Needed

Pocket Card Holder

Big Picture 3

Word Cards

Sentence Cards

Alice Jerry

Come Jerry

Look Jerry

Come Look

Come Jerry come

Look Jerry look

Procedure

Motivated review. (Have Big Picture 3 attached to card holder, but have card holder reversed so that the picture cannot be seen.) We have such a good picture waiting for us, but first let us see if we remember the name of the little girl. (Hold up word card *Alice* and have it read.) The name of the boy was—(Hold up *Jerry*). When Alice called Jerry, she said—(Hold up *Come*.) Then she said—(Hold up *Come Jerry*). The last time she said—(Hold up *Come Jerry come*).

Picture study. *Details and interpretation:* (Turn card holder. Have children identify the pond, bridge, what the bridge is made of, the bank, rocks, shadows, etc.) What has happened since the last time we saw Alice and Jerry?

Telling the picture story: I am sure that if I start the story, someone can go on with it. When lunch was over, Alice started across —. What did she walk across and where did she go?

Vocabulary introduction. *look*. When Alice pointed with her finger at the water, she said, "Look." (Put *Look* in the card holder as you say the word. Then have each child read the word.) *Look* sometimes begins with a big or capital letter. (Trace the *L* as you say the word.) Sometimes it begins with a small letter. (Reverse; trace *l*.) But both words say *look*.

Jerry didn't come fast enough for Alice. So she said—(Put *Look Jerry* in the card holder and have each child read). Who will show us where it says *Look* on this card? Where it says *Jerry*? What did Alice say first? What was the second thing she said?

Alice was so anxious to have Jerry see what she saw that she said—(Put *Look Jerry look* in the card holder and have each child read). Who will show us the *look* which begins with the big or capital letter? The *look* which begins with a small letter? How many times can you find *look* in the card holder? Now who will read everything that Alice said?

Activities for developing sight vocabulary. (Put the sentence cards listed under Materials Needed in the card holder blank side up. Play "One, Two, Three. What Do You See?" as suggested in Unit 2. Remove sentence cards and add word cards one by one as some child reads. Change order of cards and repeat for each child.)

Reading from *Skip Along*. We are ready for our books. If you turn quickly to page 4, we can read two more pages.

Page 4. What is happening in this picture? (Have children identify the swing, fence, pond, and meadow grass.) What do you think Alice is saying as she pulls Jerry from the swing? (Have each child read the sentence with just the expression Alice would use as she pulled.) I know Alice is talking on this page because she uses Jerry's name.

Page 5. What is the number of this page? What is happening in this picture? (Have pupils identify the meadow and discover the two ways of getting over a fence.) What does Alice say as she points? (Have each child read the sentence.) How do I know that Alice is talking?

Developing ability to hear initial consonant sound *d*. How many words can you remember which begin like *doll*? (Stimulate recall of *down, doughnut, dirty, door, dishes, dog.*) One

day I saw some *ducks* on the pond. Did you hear the word which begins like *down* and *doll*? They were *diving ducks*. Did you hear another?

Supplementary Activity

Preprimer Workbook, pages 1 and 2.

UNIT 4

Introduction to page 6, *Skip Along*

Materials Needed

Pocket Card Holder	Sentence and Phrase Cards	
Big Picture 3	Alice and Jerry	Come Jerry come
Word Cards	Come Jerry	Look Jerry
Alice Come Look	Come and look	Look Jerry look
and Jerry see		

Procedure

Motivated review. How quickly can you tell us what Alice said when she called Jerry? (Put the cards *Come, Come Jerry, Come Jerry come* in the card holder one by one and have them read.) How quickly can you read what she said as she pointed to the pond? (Put *Look, Look Jerry, Look Jerry look* in holder; have several children read all three cards.)

Vocabulary introduction. *and*. When I see this boy and this girl walking along together, I join their names together just as their hands are joined in this picture. (Hold up page 21, *Skip Along*.) I say *Alice and Jerry*. (Put the card *Alice and Jerry* in the card holder as you say the words. Have each child read.) Who can show me where it says *Alice* on this new card? *Jerry*? This word (indicate *and*) is the joining word and it says *and*. Watch how it begins. (Trace the *a*.) Among the cards on this chair is another card which says *and*. Who can find the joining word and put it under the word *and* in the card holder?

Alice wanted Jerry to do two things. She wanted him to—(Hold up the word *Come* and have it read.) Then she wanted him to—(Hold up *look*.) So she used the joining word—(Hold

up *and*, and have it read.) Then she asked Jerry to—(Put *Come and look* in the card holder and have card read by each child.)

Activities for developing sight vocabulary. (Reverse the cards for *Alice and Jerry* and *Come and look*, so that blank side is upward. Play "One, Two, Three. What Do You See?" until recognition becomes automatic. Then remove cards.)

(Put the word cards, *Alice, Jerry, and, come, look*, in a row in the card holder.) Bring me the word which tells something you can do with your eyes. The joining word! The girl's name! The word which tells something you can do with your feet! The boy's name! (Return cards to card holder. Have each child in turn say, "One, two, three. How many for me?" Then he sees how many cards he can read before he is "caught.")

Extending the use and meaning of the word *and*. (Hold up Big Picture 3.) Can you tell me two things you see in this picture? As you talk, will you use the joining word *and*? Suppose you let me begin. I see the pond *and* the shadows. Have each child take his turn.) Don't forget. What is our joining word? (Hold up *and* and have it read.)

Developing ability to hear initial consonant sound *d*. I will make a mark on the board for each word you can remember which begins like *doll*. I hope you remember this many. (Write 8. Stimulate the recall of *doughnut, down, dirty, door, dishes, dog, ducks, diving*.) I know a boy whose name is Dick. Did you hear a word which begins like *doll*?

Supplementary Activity

Vocabulary *Preprimer Workbook*, page 3.

UNIT 5

Skip Along (pages 6-8)

Materials Needed

Pocket Card Holder	Phrase and Sentence Cards	
Big Picture 4	Alice Alice	Look Alice
Word Cards	Come and look	Look Jerry
Alice Jerry	Come Jerry	Look Jerry look
and Look	Come Jerry come	See the (2)
Come See	Rebus cards: ducks (2)	

Procedure

Motivated review. (Have Big Picture 4 attached to card holder, but have card holder turned so that the picture cannot be seen.) Before long we will know the secret of what Alice saw in the pond. But first suppose you call Jerry just as Alice did. (Hold up *Come, Come Jerry, Come Jerry come, Come and look* and have each card read.) Now tell Jerry exactly what you want him to do. (Hold up *Look, Look Jerry, Look Jerry look, Come and look*, and have each card read.)

Picture study. *Details and interpretation:* (Turn the card holder so that picture may be seen. Have children identify the six ducks, the colors in their plumage, the ripples, the shadows, etc. Stimulate them to figure out that if Jerry feeds the ducks, they will come close to the bank where he can see them better. Have them recall what Jerry had in his picnic bag and what he probably has in his hand.)

Telling the picture story: When Jerry saw the ducks, he remembered something he had in his picnic bag. He took out —. Who will go on with the story?

Vocabulary introduction. *see, the.* The minute Jerry saw the ducks he started to talk. I know it is Jerry talking because he uses Alice's name. He said—(Put *Alice Alice* and *Come and look* in the card holder and have each child read.) Then he said, "See the ducks." (Use phrase card *See the* and rebus card for *ducks* to build the sentence *See the ducks*. Have each child read. Follow with *Look Alice* and *See the ducks*. Have everything that Jerry said read several times. Remove cards.)

Activities for developing sight vocabulary. While Alice and Jerry were down by the pond, some boys came along. One boy said, "See Alice." (Put the word cards *See* and *Alice* in card holder to form sentence. Have each child read.) Who can find the card which says *See*? Watch how *see* begins. (Trace the S.) The other boy said—(Substitute *Jerry* for *Alice* and have each child read the sentence *See Jerry*. Then play "One, Two, Three. How Many for Me?" with word cards listed above.)

Reading from Skip Along. Turn quickly to page 6.

Page 6. Have we seen this picture before? Who is talking? How do you know? What does Alice tell Jerry to do first? What does she say as she points?

Page 7. Have we seen this picture before? How many ducks do you see? How many ducks do you see in the picture on the card holder? Are six ducks more than three ducks? Where do you think the other ducks are hiding in the picture in our books?

Who is talking on this page? How do you know? I am sure someone could read the whole page and tell what Alice says. Read with your eyes first.

Page 8. Jerry is talking. How do I know? Read two lines, two sentences, and tell what he says to Alice. Now finish the page. Read with your eyes first. Then someone may be Jerry and read for us. Could someone read the whole page?

Page 9. What is the number of the next page? Would you like to have this puppy? Why do I call him a puppy? His name is *Jip*, and he belongs to Alice. His name is right under the picture. Who will read it for us?

Do you think we could read all the pages we have read in our book so far? (Have the story read page by page.)

Developing ability to hear the initial consonant *d*. The ducks Alice saw are *diving ducks*. Did you hear two words which begin with the same sound? I am sure the water is not *deep*. Did you hear another? What words do you remember which begin like *doll* and *duck*? (Review all words used so far. If a sound chart has already been begun with other groups in the room, call attention to the first row on the chart. If such a chart is not available, DO NOT FAIL TO MAKE ONE FOR USE WITH IMMATURE GROUPS. See page 26 for directions for making the chart.)

Supplementary Activity

Vocabulary *Preprimer Workbook*, page 4.

UNIT 6

(To follow pages 2-8, *Skip Along*)

DO NOT OMIT THIS UNIT

It is well to test pupil control of the vocabulary introduced so far by checking to see how well this vocabulary can be applied to the reading of new context. This is espe-

cially necessary with immature groups. If a projector is available, use the Textfilm for *Skip Along*, Frames 9 and 10 instead of this unit. (See page 438 for directions.)

Materials Needed

Pocket Card Holder	Phrase and Sentence Cards	
Word Cards	Come and look	Look Jerry
and Look	Come and Look	Look Jerry look
come See	Come Jerry	See the
Rebus card: bicycle	Come Jerry come	

Procedure

Motivated introduction. Today Alice and Jerry are going downtown with Mother. Alice sees a toy store.

Applying known vocabulary in new context. (Build the following story sentence by sentence in the card holder.)

Come and Look

Come Jerry

Come Jerry come

Come and look

Look Jerry

Look Jerry look

See the (rebus bicycle)

The minute Alice gets to the window, she sees something wonderful. So she calls to Jerry. (Have each sentence read; then have the entire story read by several children.)

Activities for developing sight vocabulary. (Reverse the sentence cards in the card holder and play "One, Two, Three. What Do You See?" until sentence recognition has become automatic. Put the word cards listed under Materials Needed in the card holder and have children play "One, Two, Three. How Many for Me?")

Developing ability to hear the initial consonant sound j. Do you remember the name of Alice's puppy? Say *Jip* softly. Now say *Jerry*. *Jerry—Jip*. My ears tell me that they begin with the same sound. I know a boy whose name is *Jack*. Did you hear another word which begins like *Jip* and *Jerry*?

Supplementary Activity

Preprimer Workbook, page 3.

UNIT 7

Skip Along (pages 9-11)

Materials Needed

Pocket Card Holder	Sentence Cards	
Big Pictures 24; 5	Come and see	Look look
Word Cards	Come and see Jip	Look Alice
Alice here look	Come here	
and Jerry see	Jip Jip Jip	
come Jip		

Procedure

Motivated review. (Have Big Pictures 24 and 5 fastened to the card holder, 24 on top of 5, but have the card holder reversed so that the pictures cannot be seen.) Alice's puppy is waiting for you. But you can't read about him unless you know these words. (Hold up *Alice, Jerry, and, come, look, see* and have them read.)

Picture study. *Details and interpretation:* (Turn the card holder to show picture of Jip.) This puppy needs a name. I hope you can find his name on this chair. Then read it and put it under his picture. Isn't *Jip* a little word? Watch how *Jip* begins. (Trace the *J*. Then identify the garage, discuss the puppy's big paws, soft coat, etc. Stimulate the idea that Jip looks sad because he has no one to play with.)

I hope someone comes to play with poor Jip. Let's see if that is what happens. (Remove Big Picture 24.) Is Jip happy now? Why? (If the Textfilm has not been used, have each child guess what might be in the box.)

Telling the picture stories: (Hold up Big Picture 24.) One morning Jip was very sad because —. Who will go on with the story?

Now who will tell the story of the next picture and make Jip happy once more? I hope you tell us where Jerry got that box, what is in it, and why he put it on the ground.

Vocabulary introduction. *here.* When Jerry called Jip he didn't say just—(Put *Come* in the card holder and have it read.) He said "Come here." (Put *Come here* in the card holder and

have each child read.) Who can find the word *Come* on this new card? Who can find *here*? There is a card on this chair which says *here*. Who can find and read it and then put it under the word *here* in the card holder? Watch how *here* begins. (Trace the *h*.) Sometimes *here* begins with a big or capital letter. Then it looks like this. (Reverse card and trace the *H*.) But both words say *here*. I wonder if you can do what this card tells you to do. (Take the card *Come here* and walk to the door. Have some child carry out direction by coming to you. Walk to several different places in the room and repeat procedure.)

Now we are ready to find out what Jerry said to Jip. First he called him three times. (Put *Jip Jip Jip* in card holder and have card read.) Then he said—(Add *Come here*; build and add *Look Jip*. Have each child read what Jerry said to Jip.)

Now Jerry talks to Alice. He wants her to—(Hold up *Come* and have it read.) He wants her to—(Hold up *see*.) So he uses our joining word—Hold up *and*.) Then he asks her to—(Put *Come and see* in card holder and have card read by each child.) Then he tells her to—(Add *Come and see Jip* and have the new sentence read several times.) Then he told Alice to (Add *Look look*). Then he uses her name and says—(Add *Look Alice*.)

Reading in Skip Along. I wonder if the pictures in our books will be like those on the card holder. Turn quickly to page 9.

Page 9. Have you seen this picture before? Of course you have. Read the name or title of our story.

Page 10. Is this picture just like the one on the card holder? How is it different? Do you think Jip expects Jerry to play a joke on him? Look at Jerry's face. How can you tell that he is up to mischief?

Call Jip three times as Jerry does in the first sentence. What do you notice about the next two sentences? Read and tell Jip where to come. In the last sentence Jerry wants Jip to look at the box. What does he say to him?

Page 11. Is this picture just like the one on the card holder? How is it different? How do you think Jip feels in this picture?

Call Alice two times as Jerry does in the first sentence. Look closely at the next two sentences. Are they just alike?

Read to show us that they are not quite alike. Now talk to Alice just as Jerry does in the last sentence. Who wants to read page 10? Page 11?

Maybe the box will pop open the next time we read.

Developing ability to hear the initial consonant sound *j*. Say the puppy's name softly; listen to the way it begins. What two boys' names begin like *Jip*? Today the *janitor* came into the room. Did you hear a word which begins like *Jip*?

Supplementary Activity

Vocabulary *Preprimer Workbook*, page 5.

UNIT 8

Skip Along (page 12)

Materials Needed

Pocket Card Holder

Big Picture 6

Word Cards

and Jip

come look

go see

here the

Phrase and Sentence Cards

Come here Here Jip here

Go go go See Jip

Go Jip See Jip go

Here Jip See the

Rebus Cards: airplane bird

ducks jack-in-the-box rabbits

Procedure

Motivated review. (Have Big Picture 6 attached to card holder, but have the card holder turned so that the picture cannot be seen.) We have a picture all ready to give away the secret of what was in Jerry's box. But before you can find out the secret, suppose you read these words. (Hold up *and, come, here, Jip, look, see*, and have them read.)

Picture study. *Details and interpretation:* (Turn the card holder to show Big Picture 6. Have the jack-in-the-box identified and discuss how it works.) Do you think Jip might have opened that box with his nose? Do you think he enjoys the joke? What has become of his tail?

Telling the picture story: Suppose I begin the picture story. Jip crept up closer and closer to the box. Just as he —. Who will go on and make the story very exciting?

Vocabulary introduction. *go*. Do you remember how Jerry called Jip? He said—(Put *Come here* in the card holder and have it read.) Show me where it says *here* on this card. Find the word *here* among the cards on this chair. Read it and put it under the *here* in the card holder. You remember that *here* sometimes begins with a big or capital letter. Then it looks like this. (Reverse card.) But it still says *here*. Jerry uses this *Here* (Indicate *Here*) and tells Jip exactly where to come. He says—(Put *Here Jip* in card holder and have each child read. Follow with *Here Jip here*. Have each child read all three sentences.) Then he told Jip to—(Use phrase card *See the* and rebus card *jack-in-the-box* to build *See the jack-in-the-box*.)

The minute Jack popped out of the box Jip started to go. Jerry hurried him along by saying, "Go, Jip." (Put *Go Jip* in card holder and have it read.) Who can find the word *Go*? Isn't it a little word? Watch how it begins. (Trace the *G*.) Who can find the word *Go* among the words on this chair? Read it and put it under the *Go* in the card holder. This *Go* begins with a big or capital letter. Sometimes *go* begins with a small letter. (Reverse card and trace *g*.) But both words say *go*.

Now Jerry tells Jip to go three time. (Put *Go go go* in card holder.) Then he wants Alice to see Jip. So he says—(Add *See Jip* and *See Jip go*. Have the entire story read sentence by sentence.)

Reading from *Skip Along*. Turn quickly to page 12. Is the picture just like the one on the card holder? (Have the page read in the usual manner.)

Page 13. What do you think Jerry is making on the next page? (Leave discussion of picture details to next unit.)

Now suppose we reread the story of Jip. Turn quickly to page 9. (Have the story reread sentence by sentence.)

Word associations. *Extending the meaning of the word the*: Here is a word we need to talk about. (Put *the* in the card holder.) It says *the*. Alice used it when she said, "See the ducks." Watch how *the* begins. (Trace the *t*.) Sometimes *the* begins with a capital letter. Then it looks like this. (Reverse card and trace *T*.) I wonder if you can read what I put in the card holder. Do you remember this word *the*? (Build *The ducks*, *The rabbits*, *The airplane*, *the bird*, *the jack-in-the-box*.)

Developing ability to hear initial consonant sound *j*. *Jip*, *Jerry*, *jack-in-the-box*. Did your ears tell you something? This morning I had two things on my toast. I had butter and *jelly*. Did you hear something which begins like *Jip*?

Supplementary Activity

Vocabulary *Preprimer Workbook*, pages 6 and 7.

UNIT 9

(To follow pages 9-12, *Skip Along*)

Use this unit to test growth in sight vocabulary and pupil ability to use vocabulary in new context setting. If a projector is available, the Textfilm for *Skip Along*, Frames 11-12, may be used in place of this unit; see page 438.

Materials Needed

Pocket Card Holder			Sentence Cards	
Word Cards			Come and see	Go go go
Alice	here	look	Come and see Jip	Go Jip
and	Jerry	see	Come here Alice	Here Jip
come	Jip	the	Come here Jerry	Here Jip here
go				

Procedure

Motivated introduction. How many of you have a dog? Does your dog have a rubber bone to play with? One day Father came home with a rubber bone for Jip. Let's see what happened.

Applying known vocabulary in new context. Father called Alice and Jerry to come and see the fun. This is what he said. (Put *Come here Alice*, *Come here Jerry* in the card holder.) Then he said—(Add *Come and see*, *Come and see Jip*.) Father held the bone up high to make Jip jump. He said—(Add *Here Jip*, *Here Jip here*.) Then Father threw the bone and called—(Add *Go Jip*, *Go go go*.) Since the story is about Jip I think this would be a good name or title. (Add *Jip* to story as a title. Have the story reread by sentences.)

Activities for developing sight vocabulary. (Reverse sentence cards and play "One, Two, Three. What Do You See?" Remove sentence cards and put word cards in the card holder. Play "One, Two, Three. How Many for Me?"

Developing ability to hear initial consonant sound *j*. I will say three words. Two of them will begin like *Jip*. Tell me which two begin like *Jip*. (Jack, Mary, Jimmie; jelly, cake, jolly; John, jingle, door; janitor, jump, walk; Jerry, come, jack-in-the-box; etc.) (Add the word *Jip* as a second row on the Sound Chart.)

Supplementary Activity

Vocabulary *Preprimer Workbook*, page 8.

UNIT 10

Introduction to pages 13-14, *Skip Along*

Materials Needed

Pocket Card Holder

Big Picture 7

Word Cards

and Jip
come look
go ride
here see
I the

Sentence Cards

Come and ride

Here comes Jip

Here I come

Look Alice

Look Alice look

Rebus Card: ducks

Procedure

Picture study. *Details and interpretation:* (Have Big Picture 7 attached to card holder.) Jerry's fire engine is done, and here it is. (Have children identify hose and method of unwinding, bell and method of ringing, fireman's hat, number, etc. Have children suggest the sound Jerry makes as he rolls along and why.)

Telling the picture story: Now suppose we tell the picture story. When the fire engine was done, Jerry —. Who will go on and make the story go as fast as Jerry's fire engine?

Introduction of vocabulary. *ride, I.* I am sure if you saw

Jerry he would ask you to ride. (Put *ride* in the card holder and have each child read.) Watch how *ride* begins. (Trace the *r*.) Sometimes *ride* begins with a capital letter. (Reverse card and trace *R*.) I think Jerry would ask you to—(Put *Come and ride* in card holder and have each child read.) How many times can you find *ride* in the card holder? Which *ride* begins with a capital letter?

When Jerry started down the walk he said, "Here I come." (Put *Here I come* in card holder and have each child read.) Show me where it says *Here*. *Come*! This little word (Indicate *I*) is the word Jerry uses when he talks about himself. Who can find *I* among the cards on this chair? Read it and put it under the word *I* in the card holder. What does the new word say? Take a good picture of *I* as I trace it.

Someone else was coming down the walk. So Jerry said, "Here comes Jip." (Put *Here comes Jip* in card holder and have each child read.) Show me where it says *Here*. *Jip*! (Do not call attention to the *s* form of *come* at this time.) Then Jerry said two more things. (Add *Look Alice, Look Alice look*.)

Activities for the development of sight vocabulary. I wonder if we can take the cards from the card holder as fast as Jerry made his fire engine go. Who will bring me the card where Jerry talks about himself and uses the word *I*? Two cards where he uses Alice's name? The card where he tells about Jip? The card where he asks Alice to ride?

We need to look carefully at the last two cards. What does this card say? (Indicate *I*.) And this one? (Indicate *Ride*.) Tell me what each of these cards says as I put it in the card holder. (Add the rest of the words listed under Materials Needed.)

Reviewing initial consonant sounds *d* and *j*. (Put the word card *Jip* and the rebus card *ducks* in the card holder.) I went out to *dig* in the garden. Show me the card which begins like *dig*. I had a bell that could *jingle*. Show me the card which begins like *jingle*. (Continue with other words.)

Supplementary Activity

Vocabulary Preprimer Workbook, page 10.

UNIT II

Skip Along (pages 13-15)

Materials Needed

Pocket Card Holder

Big Picture 7

Rebus Cards

fire engine (2) ducks

bat ball squirrels bird

Word Cards

I my the

Phrase and Sentence Cards

Come and ride See my (2)

Here I come See the

Look Alice

Procedure

Motivated review. (Have Big Picture 7 attached to card holder.) Jerry is still going down the walk. I hope you remember what he is saying. (Hold up *Here I come* and have it read.) I hope you remember the word he uses when he talks about himself. (Hold up *I*.)

Vocabulary introduction. *my*. As Jerry was speeding along he saw Alice. So he said—(Put *Look Alice* and *Here I come* in the card holder.)

Now the fire engine belonged to Jerry. He wanted Alice to be sure about that. So he said, "*See my fire engine.*" (Use phrase card *See my* and rebus card *fire engine* to build *See my fire engine*. Have each child read.) Who can find the word *See*? The word *my*? Find the word *my* among the words on this chair, read it, and match it to the word in the card holder. We use this word *my* when we talk about something which belongs to ourselves. Watch how *my* begins. Sometimes it begins with a capital letter. (Reverse card and trace *M*.)

As Jerry went on talking he said—(Add *Come and ride*, *See my fire engine*. Have the story read sentence by sentence.)

Reading from *Skip Along*. I wonder if there will be some new pictures in our books. Turn quickly to page 13.

Page 13. (Compare picture with picture on card holder.) Which picture shows what happened first? In the picture in the book what two things has Jerry yet to do before the fire engine is done? (The bell and the hat.) Find the word *Come* in the title. Find the word *Ride*. Now who will read the title?

Page 14. (Note that picture is identical with the one on the card holder. Have the page read in the usual manner.)

Page 15. (Discuss the picture and the reason why Jerry has pulled off the walk. Have the page read in the usual manner. Have pupils suggest what they think will happen next in the story.)

Extending the meaning and use of the words *my* and *the*. (Remove picture and all cards from card holder except one *See my*. Put *See the* under *See my*. The fire engine belonged to Jerry. So he said—(Add rebus *fire engine* to *See my* and have the sentence read.) Jerry used this word (indicate *my*) because he was talking about something which belonged to him.

When Alice saw the ducks on the pond, did the ducks belong to her? No, of course not. So she said—(Add rebus *ducks* to *See the* and have the sentence read.) Alice uses this word (indicate *the*) because the ducks do not belong to her. (Continue to change rebus cards to build *See my bat*, *See the bird*, *See my ball*, *See the squirrels*. Then use *the* and *my* as flash cards and have each child read both words.)

Developing ability to hear initial consonant sound c. Jerry *called* Alice and told her to *come*. Say *called* and *come* softly. My ears tell me that they begin with the same sound. On *cold* days you wear a *coat* and *cap*. Did you hear three more words which begin like *come*?

Supplementary Activity

Vocabulary Preprimer Workbook, page 11. Read phrases with children only if necessary.

UNIT 12

Skip Along (page 16)

Materials Needed

Pocket Card Holder

Big Picture 8

Word Cards

can go ride

come look see

Phrase and Sentence Cards

Go Jerry go

I can

I can ride

Jip can ride

Look here

Look look Jerry

Procedure

Picture study. *Details and interpretation:* (Have Big Picture 8 attached to card holder.) At last Alice gets her ride! Someone else does, too. Who is that? Is Alice enjoying her ride? How can you tell? Is Jip? How do you know he isn't? (Lead picture discussion to a higher level than identification of details. Call attention to the sound of the ringing bell, the speed with which Jerry is pushing, the discarded hat, etc.)

Telling the picture story: I can almost hear Jerry say, "Away we go." Then down the —. (Suggest to child who finishes story that you would like to hear the bell ring and Jip bark.)

Vocabulary introduction. *can.* The minute Alice started off, she said—(Put *Look look Jerry* in card holder). Then she said, "I can ride." (Put *I can ride* in card holder and have each child read.) Who can show me the word *I*? The word *ride*? The new word *can*? There is another word which says *can* among the cards on this chair. Who will find it and match it to the word *can* in the card holder? Watch how *can* begins. (Trace the *c*.) When it begins with a capital letter, it looks like this. (Reverse card and trace *C*.) I hope you *can* all remember the word *can*.

But someone else *can* ride, too. So Alice says—(Put *Jip can ride* in the card holder and have each child read). How many times can you find the word *can* in the card holder? Alice wants to hurry Jerry up. So the last thing she says is—(Put *Go Jerry go* in the card holder. Have entire story reread.)

Reading in Skip Along. Now for our books. Turn quickly to page 16.

Page 16. (Note that picture is identical with the one on the card holder. Have the page read in the usual manner.)

Page 17. Do you think the next story takes place on the same day as the fire-engine story? Why not? I think Alice must see something interesting in that field. Maybe she is saying—(Hold up *Look here* and have it read). Now someone can read the title in our book. (Leave further discussion of picture until the next story is read.)

Let's read all of the fire-engine story and see if we can go as fast as Jerry went in his fire engine. (Reread in usual manner.)

Extending the meaning and use of the word *can*. When Alice told Jerry that she could ride, she began her sentence

this way. She said, "I can." (Hold up *I can* and have it read.) I will give this card to each of you in turn. Then I will ask you a question. (Ask each child one question, "What can you do, eat, play, etc.?" Have him begin his answer by reading the card *I can*. Put *I can* in the card holder. Complete sentence by adding *ride* and have sentence read. Substitute *come*, *see*, *look*, *go*, for *ride*.)

Developing ability to hear initial consonant sound c. *I can come* to see you. Say *can* and *come* softly. What did your ears tell you? Alice said, "I can *carry* Jip in my lap. Did you hear another word which begins like *can* and *come*? Do you remember the words we talked about yesterday?

Supplementary Activity

Vocabulary *Preprimer Workbook*, page 9.

UNIT 13

(To follow pages 13-16, *Skip Along*)

Use this unit to test growth in sight vocabulary and pupil ability to use vocabulary in new context setting. If a projector is available, use the Textfilm for *Skip Along*, Frames 13-14, instead of this unit; see page 438 for directions.

Materials Needed

Pocket Card Holder			Sentence Cards	
Word Cards			Come and ride	I can ride
and	here	ride	Come here Alice	Jerry can ride
can	I	see	Here comes Jerry	Jip can ride
come	look	the	Here comes Jip	Look Jerry look
go	my		Here I come	
Reading Readiness Picture Card 46				

Procedure

Motivated introduction. (Have Readiness Picture Card 46 attached to card holder.) One summer day a friend of Father's let Father take his sailboat. Father knew that Alice and Jerry would want a ride. So he went to look for Alice.

Applying vocabulary to new context. The minute Father saw Alice he said—(Put *Come here Alice* and *Come and ride* in the card holder and have cards read).

The minute Alice heard Father she said—(Add *Here I come*, *Here comes Jerry*, *Here comes Jip*, *I can ride*, *Jerry can ride*, *Jip can ride*, *Look Jerry look*. Have story reread sentence by sentence. Then have several children read the entire story.)

Activities to develop sight vocabulary. (Remove sentence cards and put the word cards, listed above, in the card holder one at a time as the children read them. Arrange words in two rows to represent the fireman's ladders. See how quickly each child can climb up and down each word ladder.)

Developing ability to hear the initial consonant sound c. Say *can* and *come* softly. What did we find out about them? Ann had a birthday not long ago. She had a *cake* with *candles*. Did you hear two more words which begin like *come*?

Supplementary Activity

Vocabulary *Preprimer Workbook*, page 12.

UNIT 14

Skip Along (pages 17-19)

Materials Needed

Pocket Card Holder

Big Picture 9

Word Card: down

Rebus Card: nest

Phrase and Sentence Cards

Come and see Jip Look here

Come here Jerry Look Jerry

Come Jerry come See Jip go

Look down here See the

Procedure

Introducing the Big Picture. (Have Big Picture 9 attached to card holder, but have the card holder turned so the picture cannot be seen.) One spring day Alice, Jerry, and Jip went for a walk in a meadow. What is a meadow? Sometimes birds and little field mice make their nests far down in the grass. This morning Jip went nosing along the way dogs do. He did not find a bird, but he did find a —.

Picture study. *Details and interpretation:* (Turn card holder and have children discover nest and eggs.)

Telling the picture story: One spring day Alice and Jerry went walking in the long grass of a —. Who will go on?

Vocabulary introduction. *down.* Alice was the first one to see what Jip had found. So she called to Jerry—(Add *Come here Jerry, Come and see Jip, See Jip go, Come Jerry come*, one at a time to the card holder, and read in the usual manner.)

The nest Jip found was *down* in the grass. (Put *down* in the card holder as you say the word and have each child read the word.) Watch how *down* begins. (Trace the *d*.) When it begins with a capital letter, it looks like this. (Reverse; trace *D*.)

When Alice told Jerry where to look, she said—(Add *Look down here* to the card holder and have each child read.) How many times do you see *down* in the card holder? Which *down* begins with a capital letter? Can you do what Alice told Jerry to do? Can you look down here? (Point to the floor and have each child carry out direction.)

Then Alice said—(Add *Look Jerry, Look here, See the nest*.) (Call attention to the idea that Alice said, “See the nest” because it was not her nest. Review story in the usual way.)

Reading from Skip Along. I wonder if there will be some different pictures in our books. Turn quickly to page 17.

Page 17. Does this picture show what happened before or after the picture on the card holder? What signs of a meadow do you see? What kind of fence is this? Where do you think Jip is? If you can read this card, you can read the story title. (Hold up *Look here*; have card and title read.)

Page 18. Is this picture like the one on the card holder? Which picture shows what happened first? (Have the page read in the usual way.)

Page 19. How is this picture different from the one on the card holder? In what direction is Alice looking? Jerry? Jip? How many times can you find *down* on this page? (Have the page read in the usual manner.)

Developing ability to hear the initial consonant sound c. How many words can you remember which begin like *come*? I hope you can remember—(Write 7 on the board. Stimulate recall of *called, can, cold, coat, cap, cake, candles*.) I know

something sweet you like to eat. You buy it at the store. It begins like *can* (candy). Blue is a *color*. Did you hear still another word? (Add the word *come* as third row on Sound Chart.)

Supplementary Activity

Preprimer Workbook, pages 4 and 5.

UNIT 15

Skip Along (page 20)

Materials Needed

Pocket Card Holder

Big Picture 10

Word Cards

come Jip

down up

Phrase and Sentence Cards

Come and see Look up

Look Alice Look up Alice

Look down See the

Rebus card: bird

Procedure

Picture study. *Details and interpretation:* (Have Big Picture 10 fastened to the card holder.) We hoped we would see the bird and here she is. I'll tell you something interesting about her. She is called a meadow lark. Can you think of a good reason for calling her a meadow lark? Why do you think she is flying back over her nest?

Telling the picture story: Just as Alice and Jerry looked down at the nest —. What happened?

Vocabulary introduction. *up.* In what direction are the children and Jip looking? Then I am sure you can tell me what this word says. (Put *up* in the card holder and have each child read.) Watch how *up* begins. (Trace the *u*.) When *Up* begins with a capital letter, it looks like this. (Reverse card and trace *U*.) Can you do what Alice, Jerry, and Jip can do? (Hold up *Look up*.)

Jerry talks to Alice and this is what he says. (Place *Look Alice*, *Look up*, *See the bird*, *Look up Alice*, one by one in the card holder, and have the story read in usual way.)

Reading from *Skip Along*. I wonder if the picture in our books will show the meadow lark. Turn quickly to page 20.

Page 20. Is the picture in the book just like the picture on the card holder? How many times can you find the word *up*? (Have the page read sentence by sentence.)

Page 21. Do you think this is the same day or another? How can you tell? What is the difference between a meadow and a garden? I believe someone is calling to Alice and Jerry. Maybe someone is saying—(Hold up *Come and see* and have card read.) Now I am sure someone can read the title.

If we have two girls who can talk like Alice and a boy who can talk like Jerry, we can listen while they read the meadow story for us. (Choose the three *best* readers and have the story reread page by page.)

Opposites. Do you remember something interesting we found out about *come* and *go*? Yes, they are opposites. This morning the children looked—(Hold up *down*). This afternoon they looked—(Hold up *up*.) What do you know about *down* and *up*? Can you do this? (Hold up *Look down*; then *Look up*.)

Review of initial consonant sounds d, j, c. (Put word cards *come*, *down*, and *Jip* in the card holder.) I will say a word. You show me the card which begins with the same sound (do, did, don't, jacket, jingle, join, does, cane, cookie, etc.).

Supplementary Activity

Vocabulary *Preprimer Workbook*, page 13.

UNIT 16

(To follow pages 17-20, *Skip Along*)

Use this unit to test growth in sight vocabulary and pupil ability to use vocabulary in new context setting. If a projector is available, Frame 16 of the Textfilm for *Skip Along* may be used in place of the story in this unit; see page 438.

Materials Needed

Word Cards

and	here	see
can	I	the
come	look	up
down	my	
go	ride	

Pocket Card Holder

Readiness Picture Card 38

Phrase and Sentence Cards

Come and see	I can go up
Come here Jerry	Look Jerry look
I can go down	Up and down (2)

Procedure

Motivated introduction. (Have the Reading Readiness Picture Card 38, attached to the card holder.) One day Mother took Alice and Jerry to the park. Jerry went off by himself to see the monkeys. While he was gone, Alice saw the merry-go-round. Mother said she might have a ride.

Applying vocabulary to new context. Just as the merry-go-round started off, Jerry came rushing back. So Alice called to him. (Add *Come here Jerry, Come and see, Look Jerry look, I can go up, I can go down, Up and down, Up and down*, one at a time, and have the story read in the usual way.) Of course Jerry had the next ride, and he had a good time, too.

Activities for developing sight vocabulary. (Arrange the words listed under Materials Needed in two rows in the card holder. Have each child climb up and down the word ladders.)

Developing ability to hear initial consonant sound *b*. Alice and Jerry saw a *bird*. Say the word *bird* softly. Its nest was in a *big* meadow. *Big—bird*. My ears tell me that *big* and *bird* begin with the same sound. *Boys* play with *balls* and *bats*. Did you hear some other words which begin like *bird*?

Supplementary Activity

Vocabulary *Preprimer Workbook*, page 14.

UNIT 17

Skip Along (pages 21-23)

Materials Needed

Pocket Card Holder	Phrase and Sentence Cards	
Big Picture 11	Come and see	Look down Jerry
Word Cards: one two	Come here Alice	Look Jerry
Rebus Cards	I can see two	See the
rabbit	Look Alice	See the two
(two) rabbits (2)	Look down here	

Procedure

Introducing the Big Picture. (Have Big Picture 11 attached to the card holder, but have the card holder turned so that

the picture cannot be seen.) The last time we saw Alice and Jerry they were in a beautiful garden. Someone had called them to see something. I think it was a good friend of theirs who lived next door. She had some pets she wanted them to see. Suppose we see what those pets were.

Picture Study. *Details and interpretation:* (Turn the card holder and allow ample time for discussion of the picture. Have the rabbits' pink ears, short tails, strong back legs, etc., identified.)

Telling the picture story: (Begin the picture story by saying, "One day a good friend of Alice and Jerry called —." Remind the child who continues, to tell the color of the rabbits.)

Vocabulary introduction. *one, two.* When Jerry looked, he saw this many pets. (Write 1 on the board.) This word (Hold up *one*) says the same thing as the number. I am sure you remember it from *Here We Go* and *Over the Wall*. (Have each child read the card; then trace the *o*. Reverse card to show capitalized form.) Alice had brighter eyes than Jerry. She saw—(Write 2 on the board, show the card *two* and proceed in usual manner. Hold up cards, one at a time, and have each pupil read a card and bring the designated number of books, chalk, etc.)

The minute Jerry saw the rabbits he said—(Add *Come here Alice, Come and see, Look Alice, See the rabbit* to the card holder and read in the usual way.) Why does Jerry say, "See *the* rabbit"?

The minute Alice saw the second rabbit down at the end of the yard, she said—(Add *Look Jerry, I can see two rabbits, Look down here, See the two rabbits, Look down Jerry*. Call attention to the number of rabbits on the rebus cards and the words which tell the same number.)

Reading from Skip Along. Now for our books and some new pictures! Turn quickly to **page 21**. Read the title.

Page 22. How is this picture different from the one on the card holder? Which picture tells what happened first? Read the first sentence silently and be ready to tell me who is talking. (How many rabbits do the children see?) Who can find the sentence which has this word? (Hold up *one*; have word and sentence read. Have page read in usual way.)

Page 23. How is this picture different from the one on the card holder? Which picture shows what happened first? How

many rabbits do you see in each little picture? How many times can you find the word that means the same number as the rabbits? Where is Alice looking? How many times can you find the word *down*? (Have pupils discover who is talking and read the page in the usual way.)

Developing ability to hear the initial consonant sound *b*. Say the word *bird* softly. Now say *big, boy, ball, bat*. What do we know about all these words? Sometimes we call a rabbit a b——. (Let children suggest *bunny*.) *Bunny—bird*. Do they begin alike?

Supplementary Activity

Preprimer Workbook, pages 6 and 7.

UNIT 18

Skip Along (page 24)

Materials Needed

Pocket Card Holder

Rebus Cards

(three) ducks

(two) ducks

nest

rabbit

(three) rabbits (2)

(two) rabbits

Big Picture 12

Word Cards

one three

two

Phrase and Sentence Cards

Alice Alice I can see three

Come and see One two three

Come here See the three

Procedure

Picture study. *Details and interpretation:* (Have Big Picture 12 attached to the card holder.) The last time we read, we were sure that Alice had the brighter eyes. Now I guess we will have to change our minds. Why do I think so? (Allow time for discussion of the picture.)

Telling the picture story: (Begin by saying, "Alice thought she had found all the rabbits, but —.")

Vocabulary introduction. *three.* If you know this number (write 3 on the board), you know this word, too. (Hold up *three*, and have each child read. Then trace the *th* in the usual manner.

Have two or three children who need number experience bring three objects as they read the word.)

The minute Jerry saw the third rabbit he called to Alice. (Add *Alice Alice, Come here, Come and see, I can see three rabbits, See the three rabbits, One two three*, and have sentences read in the usual manner.)

Reading from *Skip Along*. I wonder if Jerry will find three rabbits in the picture in our books. Turn quickly to page 24 and find out.

Page 24. How is the picture different from the one on the card holder? How many rabbits are shown in each little picture? How many times can you find the word *three*? (Have the page read in the usual manner.)

Page 25. What in the world are Alice and Jerry getting ready to do on the next page? You may each make one guess.

Now if we have two good Jerrys and one good Alice, they can read the rabbit story for us while the rest of us listen.

Extending the meaning of the words *one, two, three*. (Put in the card holder the rebus cards listed under Materials Needed. Have children add the number word which tells the size of the group shown in each picture.)

Developing ability to hear the initial consonant sound *b*. How many words can you remember which begin like *bird*? (Stimulate recall of *big, boy, ball, bat, bunny*.) Show page 3 in *Skip Along*. Have pupils discover that *bag, box, basket, and belt* begin like *bird*.)

Supplementary Activity

Vocabulary *Preprimer Workbook*, page 15.

UNIT 19

(To follow pages 21-24, *Skip Along*)

Use this unit to test growth in sight vocabulary and pupil ability to use sight vocabulary in new context setting. If a projector is available, Frames 15 and 18 on the textfilm for *Skip Along* may be used instead of this unit; see page 438. for directions.

Materials Needed

Pocket Card Holder

Word Cards

Alice Jerry the
and Jip three
can look two
come one up
down ride
go see

Rebus: ladder

Phrase and Sentence Cards

Come here Alice

Come here and see

Here I come down

I can go down

I can go up

Look up Alice

See the

Up and up and up

Procedure

Motivated introduction. One day Father had some work to do on the garage roof. He put up a short ladder. When he went to work he forgot about the ladder.

Applying vocabulary to new context. The minute Jerry saw the ladder, he called to Alice. (Add *Come here Alice, Come here and see, See the ladder, I can go up, Up and up and up, Look up Alice, I can go down, Here I come down* to the card holder, and have each sentence read in the usual way.)

Classification. (Play "One, Two, Three. How Many for Me?" to remove sentence cards from the card holder. Have word cards listed under Materials Needed on a convenient chair.) Find three number words and put them in a row in the card holder. Find three names and put them in another row. Find two words which are opposites. Find two more opposites. Find two things you can do with your eyes. The joining word! Something you do on a bus! The word which begins with the same sound as *come*! What does the last word say?

Developing ability to hear initial consonant sound b. Say the word *bird* softly and listen to the way it begins. Jerry, Alice, and Father had a ride in a b____. (Have children suggest *boat*.) Does *boat* begin like *bird*? Sometimes I ride to school on the b____. (Have children suggest *bus*, and then recall *boy, ball, bat, bunny, big*, etc. Compliment any child who can suggest a new word. Add a picture of a bird as a fourth row on the Sound Chart.)

Supplementary Activity

Vocabulary Preprimer Workbook, page 16.

UNIT 20

Review of pages 2-24, *Skip Along*

Procedure

Reread the first twenty-four pages of the book. Pupils enjoy putting their chairs in a circle and calling it a reading party. Each pupil and the teacher may read a page. Ask occasional questions to stimulate interest. Keep watch for words, phrases, or sentences which cause trouble. Put all the word cards used so far in the card holder in two long columns. Have pupils see how fast they can climb the ladders. Use this device to test each child's growth in sight vocabulary.

UNIT 21

Introduction to pages 25-28, *Skip Along*

Materials Needed

Pocket Card Holder
Big Pictures 13-14

Word Card: jump

If a projector is available, use the Textfilm for *Skip Along*, Frames 19-23, before beginning this unit. (See pages 438-39.)

Procedure

Picture study. *Details and interpretation (page 25, Skip Along):* (Have Big Picture 13 attached to card holder, but turn the card holder so picture cannot be seen.) The last time we saw Alice and Jerry they were getting ready for something. We made some guesses, but I am sure we need to look at that picture more carefully. Turn to page 25 and get your sharp eyes to work. (Have children identify all the picture details.)

(Lead children to make the inference that Alice and Jerry are getting ready for a show or circus. Have them decide how Jerry will be dressed and what he will do in the show. Repeat for Alice. Have them suggest the part Jip might take.)

Telling the picture story (page 25, Skip Along): (Begin the picture story by suggesting that one day Alice and Jerry grew very tired of playing with their toys. Alice wanted something good

to do. So Jerry suggested a show. When story is completed, have title read and books collected. Then turn card holder to show Big Picture 13.)

Picture study. *Details and interpretation:* Did we put the right things on Alice? Is she doing what you expected her to do? Where do you think her jumping rope was in the picture in the book? Is Jerry dressed as you thought he would be? Whom did we forget to dress up? Is Jip's trick the one we expected? Does Jip look as if he enjoyed the show?

I wonder if Jerry has a trick. (Show Big Picture 14.)

Telling the picture story: (Have one child tell how Alice was dressed and what trick she did. Another may tell about Jip, another about Jerry.)

Vocabulary introduction. *jump.* We have learned so much about the show from these pictures that I am sure we can read the whole story the next time we read. But we will need this new word. Anyone with a jumping rope must learn to —(Put *jump* in the card holder as you say the word). Watch how *jump* begins. (Trace the *j*.) Who can show us how to jump? (Let several children illustrate.) Sometimes *jump* begins with a capital letter. Then it looks like this. (Reverse card and trace *J*.) *Jump—Jerry—Jip.* My ears tell me something. Did yours?

Supplementary Activity

Vocabulary *Preprimer Workbook*, page 17.

UNIT 22

Skip Along (pages 25-28)

Materials Needed

Pocket Card Holder

Big Pictures 13-14

Word Cards

can down Jip

come Jerry jump

Rebus Cards

cake candles ducks

jack-in-the-box

jumping rope

Phrase and Sentence Cards

Come here Alice jump and jump

Here I go Jump Jip jump

Here Jip Jip Jip Look Alice

I can jump One two three

I can jump down See my

Jip can jump

Readiness Picture Cards

1, 5, 6, 7, 9, 13, 23, 46, 47, 57, 58

Procedure

Motivated introduction. Today we are going to read all the story of the show and find out what Alice and Jerry said as they played their tricks.

Vocabulary introduction. Of course you remember what Alice could do with her rope. (Put *jump* in the card holder and have each child read.) She liked to—(Add *jump and jump*). The minute Alice started her trick, she said—(Add *See my jumping rope, I can jump*, one at a time, and have each sentence read.)

Jerry was the one who thought up the trick for Jip. The minute he thought of it he called—(Add *Here Jip Jip Jip, Look Alice, Jip can jump, Jump Jip jump* and proceed in the usual way.)

When Jerry was ready for his trick, he said—(Add *I can jump down, Here I go, One two three, Jump*. Have one child read what Jerry said about Jip; another, what Jerry said about himself.)

Reading from *Skip Along* (pages 25-28). (Have pupils compare the pictures in the book with Big Pictures 13 and 14. Have the pages read in the usual way.)

Page 29. Is the show over? Is this another day? How do you know? Where do you think Alice and Jerry are going now? What will Jerry get in his basket? If you can read this card I am sure you can read the title. (Hold up *Come here Alice* and have both the card and the title read.)

Now let's read the whole story about the show. (Choose readers who can keep the interest of the group.)

Reviewing the initial consonant sounds *d, j, c, b*. (Have the word, rebus, and reading readiness cards, listed under Materials Needed, on a convenient chair.) How many words and pictures can you find which begin like *come*? Put them in a row in the card holder. How many words and pictures begin like *ball*? Like *Joe*? Like *doll*?

Supplementary Activities

1. **Vocabulary Preprimer Workbook, page 18.**
2. **Textfilm.** If a projector is available, Frame 25 on the Textfilm for *Skip Along* may be used before beginning the following unit. (See page 439 for directions.)

UNIT 23

Introduction to pages 29-32, *Skip Along*

Materials Needed

Pocket Card Holder

Phrase and Sentence Cards

Big Pictures 15-16

I can see the See the

Rebus Cards: hen chicks

I see I see

Procedure

Picture study: *Details and interpretation.* (Have Big Picture 15 attached to card holder. Turn card holder so that pictures cannot be seen.) Alice and Jerry have many nice neighbors, and they are friends with all of them. You remember the neighbor who had the rabbits. Not far down the street lived another friend with something just as interesting. Let's see what it is. (Show Big Picture 15. Identify picture details.)

(Have the children guess why Mother Hen in the picture sits so quietly on her nest. Have them think of a good reason why Jerry has put down his basket.)

(Turn Big Picture 15 to show 16.) Mother Hen certainly played a joke on you. She wasn't sitting on her eggs after all. (Bring out the idea that all these chicks could not have come from eggs since Alice and Jerry came to the chicken yard. They must have been there all the time. Stress the use of the term *chicks* for baby chickens.) Why do baby chicks hide under their mother's wings?

Telling the picture story: (Begin the picture story for Big Picture 15 by saying, "Just as Alice and Jerry got to the neighbor's yard, they saw —." Remind the child who continues, to tell what he thinks Mother Hen is doing in the picture.)

(Begin the picture story for Big Picture 16 by saying, "Mother Hen played a joke on —.")

Vocabulary introduction. I am sure we can read all the story the next time we read. I am sure we can if we know what Jerry said when he saw the chicks. (Add *I see I see, I can see the hen, See the chicks* to the card holder, and have each child read what Jerry said.)

Developing ability to hear the initial consonant sound r. Alice's overalls are *red*. Say the word *red* softly and listen to the

way it begins. We are *ready* to *read* in our books. Did you hear two more words which begin like *red*? *Red, ready, read*. Say them with me. We r_____ on a bus. Do you know another word which begins like *red*? Can you think of some others?

Supplementary Activity

Preprimer Workbook, pages 8 and 9. Supervise the tracing of the guide line on page 8.

UNIT 24

Skip Along (pages 29-32)

Materials Needed

Pocket Card Holder	Phrase and Sentence Cards	
Rebus Cards	Come here and see	Look down here
chicks	I can see the	Look here
hen	I see I see	See the

Procedure

Vocabulary introduction. The minute Alice walked into the yard and saw Mother Hen she said—(Add *Come here and see, Look down here, See the hen*, to the card holder and have each sentence read in the usual way. Be sure children look through the sentence before reading orally.)

But Jerry saw more than the hen. He saw the chicks. He was so excited that the words would hardly come out. This is what he said. (Add *Look here, I see I see, I can see the chicks*.)

Reading from *Skip Along*. Now turn quickly to page 29. Jerry talks with his hand and with his voice. The first one who knows what he says may read.

Page 30. How is this picture different from the one on the card holder yesterday? (Compare with Big Picture 15 if necessary.) The first sentence tells me who is talking. (Have the page read in the usual way. Have pupils note that pictures on pages 31-32 are identical with those they have seen on card holder. Have these pages, also, read in usual way.)

Page 33. Where in the world are Alice and Jerry now? What queer kind of horse is this that Alice has? (Explain what

horse is made of and how it works, if children are not familiar with water toys.) Who will read the title?

(Choose children who can read well enough to hold the attention of the rest of the group while they read the story "Come Here, Alice" page by page.)

Activities for developing sight vocabulary. "*Watch Me Go*": (Write *come* on the board and erase as quickly as written. Ask some child to tell what was written. Continue with all the other words in the vocabulary of *Skip Along*.)

Developing ability to hear initial consonant sound r. Do you remember the color of Alice's overalls? Say *red* softly and listen to the way it begins. What other words did we discover which begin like *red*? (Recall *ready, read, ride*.) When Alice and Jerry want to get some place in a hurry, they r____. (Have pupils suggest *run*.) Sometimes they try to see who will get some place first. They have a r____.

Supplementary Activities

1. *Preprimer Workbook*, pages 10 and 11.
2. **Textfilm.** If a projector is available, use Frame 27 on the Textfilm for *Skip Along*. (See page 439.)

UNIT 25

Skip Along (pages 33-35)

Materials Needed

Pocket Card Holder	Phrase and Sentence Cards	
Big Picture 17	Come here Alice	I can ride
Rebus Cards	Here I go	ride and ride
(rubber) horse	Here I go Jerry	See my
ladder	Here I go up	See the
	I can go up	Up and up and up

Procedure

Motivated introduction. *Big Picture 17*: (Have Big Picture 17 fastened to card holder, but turn holder so that picture cannot be seen.) This is the day when Alice has fun with, that funny horse. Not far from her house was a park with a

wading pool just for children. Often on hot summer days Mother and Alice and Jerry would go there. What is a wading pool? Did you ever go wading? A wading pool for children is never deep. So it is safe to play there. There was a wooden walk out over the pool. It was called a pier. A ladder went down from the pier into the water. See if you can find the pier, the ladder, and some other signs of a park. (Show Big Picture 17.)

Picture study. *Details and interpretation:* (When picture details have been identified, have children suggest what Alice might be saying as she rode her horse, and what Jerry might be saying as he climbed the ladder.)

Telling the picture story: (Suggest that *One warm summer day* might be a good way to start the story.)

Vocabulary introduction. I am sure Alice wanted to—(Put *ride and ride* in the card holder). I'm sure she said—(Add *I can ride, See my horse, Here I go Jerry, Here I go*, one at a time.

Jerry started up the ladder and he said—(Add *Come here Alice, See the ladder, I can go up, Here I go up, Up and up and up.*)

Reading from *Skip Along*. Turn quickly to page 33. The title is so easy.

Pages 34-35. (Have children compare the pictures and Big Picture 17. Have them read two sentences silently instead of one, as a test of ability to read longer units.)

Developing ability to hear the initial consonant sound r. (Write the word *ride* on the board.) How many words can you remember which begin like *ride*? (red, ready, read, run, race)

Supplementary Activity

Preprimer Workbook, page 12.

UNIT 26

Skip Along (page 36)

Materials Needed

Pocket Card Holder

Big Picture 18

Word Card

Jump

Phrase and Sentence Cards

Alice Alice

Here I come

I can jump down

Look Alice

One two three

Procedure

Picture study. *Details and interpretation:* You guessed that Jerry would jump as soon as he reached the top of the ladder. You were right. Here he goes. (Show Big Picture 18, and attach it to the card holder.) Wouldn't you like to be Jerry? Why do you think he is holding his nose?

Telling the picture story: (Have some child suggest a good way to begin the story. Remind the one who continues, to be sure and tell the noise Jerry makes as he hits the water.)

Vocabulary introduction. Jerry may be holding his nose, but I am sure his mouth is open because he talks to Alice. This is what he says. (Put *Alice Alice, Here I come, I can jump down, Look Alice, One two three, Jump* in the card holder, two cards at a time. Be sure pupils read silently before reading orally.)

Reading from *Skip Along*. I wonder if Jerry is jumping in the picture in our books. Turn quickly to page 36 and find out. (Have page 36 read in the usual manner.)

Page 37. I don't wonder that you can't keep your eyes off those interesting toys on the next page. (As soon as all the toys in the toy box as well as Jerry's horn have been identified, call attention to the wading pool in the distance. Bring out the idea that this may still be the same day.)

(Choose two readers who can hold attention of group. The third pupil may be one who needs to gain confidence in reading for an audience. Have the three readers reread the story.)

Activities for developing sight vocabulary. (Play "Watch Me Go" with all the words in the vocabulary of *Skip Along*.)

Developing ability to hear the initial consonant sound r. Alice's horse is made of r____. (Have pupils suggest *rubber*.) *Rubber—race*. What did your ears tell you? I think you are *right*. Did you hear another word which begins like *race*? Can you think of some other words? (Add the word *ride* as the fifth row on the Sound Chart.)

Supplementary Activities

1. *Preprimer Workbook*, pages 13 and 14.
2. **Textfilm.** If a projector is available, use Frames 17 and 29 on the Textfilm for *Skip Along*. (See pages 438 and 439.)

UNIT 27

Introduction to pages 37-42, *Skip Along*

Materials Needed

Pocket Card Holder

Sentence Cards

Big Pictures 19-20

Come and see (2) One two three

Procedure

Picture study. *Details and interpretation:* This is the day when Alice and Jerry have fun with their toys. How many toys can you see? (Hold up page 37.)

Now look carefully. Do you see some more toys? (Fasten Big Picture 19 to the card holder. If children call the parasol an umbrella, explain that it is made of paper and is intended to keep the sun off, not the rain. Urge them to use the grown-up word *parasol*. Turn the card to show Big Picture 20. If possible, show a real parasol and hoop.)

Telling the picture story: I think I know which toys Alice likes best. What are they, and what can she do with them? Which toys does Jerry like best?

Vocabulary introduction. Today Alice and Jerry make up a jingle. A jingle has some words that rhyme just like the Mother Goose rhymes we learned in *Over the Wall*. It is fun to read jingles. Here we go. (Add *One two three, Come and see, Come and see* to the card holder one line at a time. Have pupils read singly and together until they feel the rhythm.) One, two, three. Come and see. I heard two words that rhyme. What were they? Tomorrow we will jingle through a whole story and find out more about these toys.

Reviewing initial consonant sounds d, j, c, b, r. I can think of a toy which begins like *duck*. You can play it in the band (drum). Jerry had two toys which began like *bird* (ball and bat). The doll in the toy box looked like something which begins like *come* (clown). Alice's hoop can do something which begins like *ride* (roll). Alice had *just* one parasol. Did you hear a word which begins like *Jip*?

Supplementary Activity

Preprimer Workbook, pages 15 and 16.

UNIT 28

Skip Along (pages 37-42)

Materials Needed

Pocket Card Holder

Word Cards

and here one two

can I ride up

come jump see

down look the

go my three

Phrase and Sentence Cards

Come and see (2)

One two three

Rebus Cards

bird hoop

(toy) duck parasol

Procedure

Vocabulary introduction. I hope you remember the jingle Jerry liked to say. (Add *One two three, Come and see, Come and see* to card holder and have jingle read until thoroughly familiar.) I hope you remember what to call this toy. (Add rebus *parasol*.) And these two also—(Add rebus *toy duck* and rebus *hoop*).

Reading from *Skip Along*. Now turn quickly to page 37. Are your eyes brighter than they were the last time you saw the picture? Can you find the airplane in the toy box? The first one to find the parasol may read the title.

Pages 38-42. (Have each page read silently; then orally.)

Page 43. What in the world has happened to Alice's hair? I think the story must be about Alice because the title says —.

(Since the jingle makes the story of "One, Two, Three" so easy, choose two good readers and three less capable ones. Have the story reread in the usual manner.)

Activities for developing sight vocabulary. (Have the word cards listed under Materials Needed in a small box on a convenient chair.) Alice and Jerry took their toys from the toy box in a hurry. Can each of you take a card from this box in a hurry, read it, and then put it in the card holder? Now see how quickly you can take a different card from the card holder and return it to the box.

Reviewing initial consonant sounds *d, j, c, b, r*. (Put the word cards *down, come, jump, ride*, and the rebus card for *bird* in the card holder.) I will say a word. You show me a word in the card holder which begins with the same sound.

Supplementary Activities

1. *Preprimer Workbook*, page 17.
2. *Textfilm*. If a projector is available, use Frame 31 on the *Textfilm* for *Skip Along*. (See page 439.)

UNIT 29

Introduction to pages 43-47, *Skip Along*

Materials Needed

Pocket Card Holder

Rebus Cards

bow	curls	rabbit
cake	dress	slippers
candles	ice-cream	top

Phrase Cards

See my

See the

Big Pictures

21, 22, 23

Procedure

Picture study. *Details and interpretation:* (Have Big Pictures 21, 22, 23 attached to the card holder, 21 on top of 23.) This is to be such a happy day for Alice. Suppose we look at some pictures and find out why. How is the Alice in this first picture different from the Alice we have known in the rest of our book? (Have children identify curls, bow, dress, and slippers.) Why do you think she is all dressed up?

What do you see in Jerry's hands? What do you think he will do with it? What has he done to make it look very pretty? Each of you guess what is in the box. Be sure to guess something which will fit in the box. If Jerry is going to give Alice a present, what day do you think it is?

Suppose we find out what really was in that box. (Turn Big Picture 21 to show 22.) Do you think Alice likes her top? How can you tell? Who do you think spun the top? What do you think Alice said when she opened the box?

Maybe Mother has something nice for Alice on her birthday also. Suppose we see. (Remove Big Picture 22 to show 23. Have children identify cake, candles, ice-cream, snappers, terrace, trellis. Have them discover by counting the candles that Alice is five; let them sing a birthday song for her, and guess what her wish might be as she blows out the candles.)

Telling the picture story: (Put Big Picture 21 back on the card holder.) I am sure that when Alice was all dressed up she would say to Jerry—(Build *See my curls* in the card holder and have it read. Substitute *bow* for *curls*, then *dress* for *bow*; then *slippers* for *dress*.) Now suppose we tell the picture story and dress Alice up for the party. Someone might begin, "It was Alice's —." (Remind the child to tell only about Alice.)

(Put Big Picture 22 back on the card holder.) I am sure when Alice saw what was in the box she said—(Build *See my top* in the card holder and have it read.) Now suppose someone tells how Jerry surprised Alice.

(Remove Big Pictures 21, 22.) I am sure the minute Alice saw that table she said—(Build *See the cake* in the card holder and have it read. Then substitute *candles* for *cake*, and *ice-cream* for *candles*.) Now someone tell Mother's part in the party.

I am sure we can read the whole story of the birthday party the next time we read. It will be an important day for us, too, because we will finish *Skip Along*.

Word associations. *Extending and enriching the meaning of the words wish and present:* When Alice blew out the candles, she made a wish. If you were blowing out your birthday candles, what would you wish?

If you were to go to Alice's birthday party and take her a present, what would you give her?

Reviewing initial consonant sounds d, c, b, r. (See that all the rebus cards listed under Materials Needed, except *slippers*, *top*, and *ice-cream*, are in the card holder.) Bring me a card from the card holder which shows something which begins like *ride*. Like *can*! (etc.)

Supplementary Activity

Preprimer Workbook, page 18.

UNIT 30

Skip Along (pages 43-47)

Materials Needed

Word Cards: can down jump ride **Rebus Card:** bow

Procedure

Picture study. *Details and interpretation (page 43, Skip Along) :* Do you remember how Alice's hair looked when she was all dressed up for the party? All little girls with straight hair seem to want curls. Mother liked Alice's hair just as it was. But she knew how much Alice liked curls. So when special days came around she put Alice's hair up on curlers. Turn to page 43. The first one to find the curlers may read the title.

Telling the picture story: Now suppose someone tells us about Alice's room. Make us know how pretty it is and about everything in it. Someone go on with the story and tell just what Alice did to get ready for the party.

Reading from *Skip Along*, pages 44-47. (On each page identify the room or place shown and the furniture which identifies it. Have pupils discover that Alice talks on every page. Have each page read silently, then orally, in usual manner.)

Reviewing initial consonant sounds *d, j, c, b, r*. (Put the cards listed under Materials Needed in the card holder.) I will say a word. You show me a card which begins with the same sound.

Supplementary Activities

1. *Preprimer Workbook*, page 19.
2. **Textfilm.** If a projector is available, use Frame 33 on the Textfilm for *Skip Along*. (See page 439 for directions.)
3. **Test.** Give the informal test on page 20 of the *Preprimer Workbook* before beginning the next preprimer, *Under the Sky*. Be sure to supervise the reading and marking of the sample exercise. Give no further help. When test is over, read and correct errors with the children. If unit plans have been followed consistently, six items out of the nine should be marked correctly. If scores are lower than this, CHECK YOUR TEACHING WITH THE LESSON PLANS. It is suggested at this point that each child be tested individually to see how many of the twenty words in the vocabulary of *Skip Along* he can recognize automatically. GROWTH OF SIGHT VOCABULARY IN SLOW GROUPS NEEDS TO BE TESTED CONSTANTLY.

II. UNIT PLANS FOR THE SECOND PREPRIMER

UNDER THE SKY

UNIT 31

Introduction to pages 2-8, *Under the Sky*

Materials Needed

Pocket Card Holder

Word Card

Sentence Card

me

Come to me

If a projector is available, use the Textfilm for *Under the Sky*, Frames 1-5, 6-9, before beginning the book. (See pages 440-41.)

Procedure

Introducing *Under the Sky*. Here is the new book you have been waiting for, and its name or title is *Under the Sky*. (Run your hand from left to right under the title as you say the words.) When I think of being under the sky, I think of being outdoors.

Suppose we turn to this page (indicate title page). The title of the book is at the top of the page. (Run your hand under the title.) Who will read it? Who are the girl and boy, and what are they doing? Are they under the sky?

Developing ability to follow pictured events in sequence and to predict outcomes. Suppose we find out what happens in the first story, by reading the pictures.

Page 2. Here is a friend of yours. What is she doing? Where was this picture taken—at home or in the park? When red and yellow leaves fall from the trees, we call that time of the year “fall.” But a better name for fall is autumn.

Page 3. Another friend who isn’t quite as hungry as Alice! How can I tell? Is it still autumn? What might Alice and Jerry do with some of their peanuts besides eat them?

Page 4. What has happened since the last picture? Why do you think Alice is running?

Page 5. A squirrel and a bag of peanuts! What will happen next? But you can’t feed peanuts to a squirrel away up in a tree! What must happen first? Turn quickly and see if that is what *does* happen.

Page 6. What has happened since the last picture? Are the children talking or keeping very still?

Page 7. Were we right about what would happen to the peanuts? At what is Jerry looking? What will happen when Alice's bag is empty? Let's turn and see if we are right about that.

Page 8. Whose bag has Alice now? Suppose the squirrels can't eat quite all the peanuts. What might they do with them?

Page 9. Take one good look at page 9. Is this the same day? Is it still autumn? Will Alice and Jerry need sweaters in autumn weather? Why? (Have books collected.)

Vocabulary introduction. *to, me.* I am sure when Alice saw the squirrels she said, "Come to me." (Put *Come to me* in card holder as you say the words.) This word (indicate) says *me*. We use *me* when we talk about ourselves. There is a card on this chair which says *me*. Who will find it, read it, and put it under the *me* in the card holder? Watch how *me* begins. (Trace *m*.)

Now I wonder if Jack can do this. (Hold up *Come to me* and have Jack carry out the direction. Let Jack return to his place in the group. Give him the card; have him read it and indicate the child who is to come to him; for example, "Come to me, Ann." (Repeat several times.) Don't forget what Alice said as she called the squirrels. (Hold up *Come to me*.) Don't forget the word we use when we talk about ourselves. (Hold up *me*.)

Supplementary Activity

Preprimer Workbook, page 21.

UNIT 32

Under the Sky (Pages 2-8)

Materials Needed

Pocket Card Holder

Word Cards

Sentence Card

me to

Come to me

Procedure

Motivated review. I hope you remember what Alice said as she called the squirrels. (Hold up *Come to me*.) And the word we use when we talk about ourselves! (Hold up *me*.)

Vocabulary introduction. *to.* (Put *Come to me* in the card

holder.) Show me where it says *Come*. Now show me the word *me*. What does the other word say? There is a card which says *to* on this chair. Who will find it, read it, and put it under the *to* in the card holder? Watch how *to* begins. (Trace the *t*.) (Use *to* and *me* as flash cards.)

Reading from *Under the Sky* (pages 2-7). (Have each sentence read silently, then orally. Have some child read entire page.)

Page 8. How many times does Alice say this? (Hold up *Come to me*.) Prove that she says it two times by reading two sentences. (Have the page read in the usual way.)

Page 9. Alice is still waiting with her sweaters. I think she is counting them. Who can count and read the title?

Developing accurate recognition of confusing words. *to*, *two*. When Alice counts she uses this word *two*. (Write *two* on the board.) But when she says, "Come to me," she uses this word *to*. (Write *to* under *two*.) Look carefully. How are the words alike? How different? They both say—

Developing ability to hear initial consonant sound *h*. (Write *Here* on the board.) Say the word *Here* softly, and listen to the way it begins. A squirrel stores nuts in a *hole*. The *hole* is in a *hollow* tree. *Here, hole, hollow!* What do your ears tell you about these words? (Continue in usual way.)

Supplementary Activity

Vocabulary *Primer Workbook*, page 19.

UNIT 33

(To follow pages 2-8, *Under the Sky*)

Use this unit to measure growth in sight vocabulary and ability to use vocabulary in new context setting. If a projector is available, Frame 11 of the Textfilm for *Under the Sky* may be used instead of this unit; see page 441.

Materials Needed

Word Cards: me to

Sentence Card: Come to me

Procedure

Motivated review. I hope you remember what Alice said as she called the squirrels. (Hold up *Come to me*.) I hope you remember

the word she used when she talked about herself. (Hold up *me*.)
The last new word was—(Hold up *to*.)

Applying known vocabulary in new context. (Have the following story written on the board.)

Jip

Come to me, Jip

Come to me.

Look, Jip, look.

Look down here.

Go Jip.

Go to Alice.

See me, Jerry.

See me go.

See Jip go.

Down, down, down.

The title tells me whom the story is about. Jip hadn't had a thing to eat that morning. He was so hungry. So Mother called—(sentences 1-2). When Mother put down the bowl of bread and milk she said—(sentences 3-4).

Just as Jip was through eating, Alice came to the back door. So Mother said—(next two sentences).

Alice tumbled Jip into Jerry's wagon. Then down the walk she went calling to Jerry—(have someone finish the story).

Initiating the habit of left-to-right word scanning. I want to write a word. This is the way it begins. (Write A_____ on the board.) What word do I want to write? (Pause until someone suggests *Alice*; then finish the word. In the same way write Je_____ for *Jerry*; Ji_____ for *Jip*.)

Developing ability to hear initial consonant sound *h*. Alice had a toy to roll. Jip could jump through it. It was a h_____. (Have some pupil suggest *hoop*.) When Alice was in the wading pool, she rode a rubber h_____. What do your ears tell you about *hoop* and *horse*? (Recall *here*, *hole*, *hollow*.)

Supplementary Activity

Preprimer Workbook, page 22.

UNIT 34

Introduction to pages 9-14, *Under the Sky*

Materials Needed

Pocket Card Holder

Word Cards: Father Mother

Procedure

Motivated introduction. You remember the sweaters Alice was counting. Grandmother knit those sweaters, and she sent them by mail. When the box came, Jerry was off playing. Mother let Alice open the box.

Developing ability to follow pictured events in sequence and to predict outcomes (page 9). I think I know which sweater Alice likes best. How do I know? Are both sweaters for Alice? Turn quickly to see if she goes to find Jerry.

Page 10. Jerry is bigger than Alice. Which sweater is his? What would you do first if someone sent you a sweater?

Page 11. Alice and Jerry are just like you. They are trying on the sweaters. Jerry was in too much of a hurry. Why do I say that? Where do you think the cap came from? Will Alice and Jerry show off their new sweaters to Mother?

Page 12. Good for Alice! She found a cap, too. Jerry looks as if he were all ready to go. Let's go with him. What will Mother do when she sees his sweater buttoned wrong?

Page 13. Did Mother do just what your mother would do? What might Mother be saying? Alice looks as if she saw someone else. Who might it be? Hurry and see if it is Father.

Page 14. Were we right about Father? What is he saying?

Page 15. Take one good look at the next picture. Find the thing you would enjoy most. Save your secret until we read again.

Vocabulary introduction. *Mother, Father.* We met two new people today. One was Mother. (Put *Mother* in the card holder.) Watch how *Mother* begins. (Trace the *M*.)

The other person was—(Let children suggest *Father*; then repeat procedure. Use the two words as flash cards.)

Initiating the habit of left-to-right word scanning. I want to write the names of the family. First I want to write—(Write *M*_____ on the board, pause until some child suggests *Mother*;

then complete the word. Repeat procedure with A_____ for *Alice*, Je_____ for *Jerry*; F_____ for *Father*, and Ji_____ for *Jip*.)

Supplementary Activity

Vocabulary *Preprimer Workbook*, page 22.

UNIT 35

Under the Sky (pages 9-12)

Materials Needed

Pocket Card Holder	Phrase and Sentence Cards
Word Cards: blue Mother	Here Jerry here
Father red	See my blue
Rebus Cards: cap sweater	See my red
. rs	See the two

Procedure

Motivated review. I hope you haven't forgotten this nice person. (Put *Mother* in the card holder and have the card read.) Or this nice person! (Put *Father* under *Mother*.)

Vocabulary introduction. *red, blue.* This word (put *blue* in the card holder) tells the color of Jerry's sweater. (Have each child read the card.) Watch how *blue* begins. (Trace the *bl*; then reverse card and trace *Bl*.)

Alice's sweater is—(Put *red* in the card holder as the children suggest the word.) *Red* begins like *ride*. Watch how *red* begins. (Trace *r* and *R* in the usual way.)

When Alice called Jerry, she told him exactly where to come. She said—(Put *Here Jerry here* in the card holder.) At first Alice did not know to whom the sweaters belonged. So she said—(Build *See the two sweaters* and add to the card holder.) But the minute Jerry found the card with his name on it in the pocket of the blue sweater, he said—(Add *See my blue sweater*.) The minute Alice found a card inside her cap she said—(Add *See my red cap*.)

Reading from *Under the Sky*. The first one to find page 9 may count and read the title.

Pages 10-12. (Have the sentences read one at a time; then have some child read an entire page.)

Initiating habit of left-to-right word scanning. I want to write a color word. (Write r_____ on the board, pause until some-

one suggests *red*, and then complete the word. Repeat procedure with bl_____ and Bl_____ for *blue*, and R_____ for *red*.)

Developing accurate recognition of confusing words. *me*, *my*. When Alice called the squirrels she said, "Come to me." She used this word—(Write *me* on the board and have it read.) When she told about her sweater she said, "See my sweater." Then she used this word—(Write *my* under *me* and have it read.) Do you notice that *me* and *my* begin alike? I always know *my* because of the tail on the last letter. (Trace the *y*.)

Developing ability to hear initial consonant sound *h*. (Write the word *here* on the board.) Listen as you say *here*. My *house* is my *home*. What two words begin like *here*? (Recall *hole*, *hollow*, *hoop*, *horse*.)

Supplementary Activity

Vocabulary *Preprimer Workbook*, page 20.

UNIT 36

Under the Sky (pages 13-14)

Materials Needed

Pocket Card Holder

Word Cards

blue me red

Father Mother to

like

Phrase and Sentence Cards

I like

I like my blue

See me (2)

Rebus Card: sweater

Procedure

Motivated review. There are some cards on this chair. (All word cards listed under Materials Needed except *like*.) Find the names of two people and put the names in the card holder. Two colors! A word we use when we talk about ourselves! Read the last word and put it in the card holder.

Vocabulary introduction. *like*. Jerry's favorite color was blue. The minute he saw the blue sweater he said, "I like my blue sweater." (Build *I like my blue sweater* and put it in the card holder; have each child read.) Jerry started his sentence by saying, "I like." (Hold up *I like*, have some child read; then match phrase with the sentence beginning in card holder.) Show me the word *I* on this last card. Who can find the new word *like*? There is a

card on this chair which says *like*. Who can find it, read it, and put it under *like* in the card holder? I remember *like* because it begins like *look*. Watch how *like* begins. (Trace the *l*.) Now read again what Jerry said. How did he begin his sentence? (Hold up *I like*.) What is the new word? (Hold up *like*.)

The minute Alice was dressed in her red sweater and cap she said—(Put *See me See me* in the holder and have some child read.)

Reading from *Under the Sky* (page 13.) How many times can you find the word *Mother*? How many sentences begin like this? (Hold up *I like* and have the phrase read.) Now read three sentences silently. Find out what Jerry wants Mother to see. Finish the page to find out how Jerry feels about his sweater.

Page 14. How many sentences begin like this? (Hold up *See me* and have it read.) How many begin like this? (Hold up *I like*.) Now read the whole page silently.

Page 15. You have been keeping that secret a long time. Suppose you tell what you would enjoy most on the next page. (Have the story “One, Two” reread, page by page.)

Extend the use and meaning of the word *like*. (Ask each child a question; for example: “What do you like to hear?” “To feel?” “To wear?” Give each child in turn the card *I like* and have him read the sentence beginning, as he answers.)

Developing ability to hear initial consonant sound *h*. (Write *here* on the board.) How many words can we remember which begin like *here*? (Add *here* as a sixth row on the Sound Chart. If a projector is available, use Frame 24 on the Textfilm for *Skip Along* before beginning the following unit; see page 439.)

Supplementary Activity

Vocabulary *Preprimer Workbook*, page 21.

UNIT 37

(To follow pages 9-14, *Under the Sky*)

Use this unit to measure pupil growth in sight vocabulary and ability to use vocabulary in new context setting. If a projector is available, Frame 13 on the Textfilm for *Under the Sky* may be used instead of this unit; see page 441.

Materials Needed

Pocket Card Holder

Word Cards: blue come down here jump red

Procedure

Activities for developing sight vocabulary. (Have a simple ladder with nine steps drawn on board.) Can you climb the ladder as quickly as I write the word? (Use these words and sentence beginnings: *Mother, Father, to, me, red, blue, I like, like, I can.*)

Motivated introduction. You remember Alice's jumping rope. One day she called Mother and Father to see her jump.

Applying known vocabulary in new context. (Have the following story written on the board.)

See Me

Come here, Father.

Look, Mother, look.

One, two.

Red and blue.

One, two, three.

Come and see.

I can jump.

I like to jump.

See me jump.

One, two.

As Alice called Father and Mother, she said—(Have some child read the title and first two sentences.)

Then Alice made up a jingle. The first two lines of the jingle said—(Have some child read *One, two. Red and blue.* Continue having the jingle read in two-line units.)

Developing accurate recognition of confusing words. *me-my, to-two, like-look, can-come.* You know what it means to have a partner in a game. Words have partners, too. See if you can read some partner words. (Write words, listed above, in pairs.)

Reviewing initial consonant sounds *d, j, c, b, r, h.* (In the card holder put the word cards listed above.) I will say a word. You show me the word which begins with the same sound.

Supplementary Activity

Preprimer Workbook, page 23.

UNIT 38

Under the Sky (pages 15-18)

Materials Needed

Pocket Card Holder	Phrase and Sentence Cards
Word Cards: down up	Down down down See me go
	Here I go Up up up

Procedure

Motivated introduction. (If the Textfilm for *Under the Sky* has not been used, have a picture of a giraffe to show the group.) Here is a picture of an animal that does not live around here. Sometimes you see it in a zoo. A giraffe likes to eat leaves from tall trees. So it is a good thing he has such a long neck.

One day in the zoo a man saw a giraffe with its long neck down to the ground. "Some boys and girls could have a grand time sliding down that long neck," he thought. He went home to his store and made slides to sell that looked just like big giraffes. Father bought one for Alice and Jerry, and that is the slide you saw in the picture.

Vocabulary introduction. One autumn morning Jerry flew out the back door. He saw the slide, and he called to Alice—(Put *Here I go* in the card holder and have it read.) As he climbed the steps of the slide, he said—(Add *Up up up*.) As he went down he said—(Add *Down down down*.) As he went on sliding, he said—(Add *See me go* and have it read. Add *up* to the sentence; then substitute *down* for *up*.)

Reading from *Under the Sky*. You can read this story. The slide is the most interesting thing on page 15, but I see something else that would be fun, too. (Have pupils identify sandbox and tell about fun in the sand.)

You remember what Jerry said as he ran to the slide. (Hold up *Here I go*.) That is just what the title says. Who will read the title? Find the word *Go* in the title. *Go* begins with a capital letter because it is in the title.

Page 16. I am sure someone can read this page as fast as Jerry can run. Who is ready?

Page 17. In what direction is Jerry going? Find the sentence which tells. Now someone may read the page.

Page 18. In what direction is he going now? I can find two sentences which tell. Who can find the first one? Who can find the second one? Who will read the whole page?

Developing ability to hear the initial consonant sound *ch*. Alice is a *child*. Say the word *child* softly and listen to the way it begins. Alice and Jerry together are *children*. What other word begins like *child*? A house has a *ch*____. (Let children suggest *chimney*. Proceed in usual way.)

Supplementary Activity

Vocabulary *Preprimer Workbook*, page 23.

UNIT 39

Under the Sky (pages 19-20)

Materials Needed

Pocket Card Holder

Word Cards down on up

Phrase and Sentence Cards

Come on I like to go

Here I go up and down

I like

Procedure

Motivated review. I hope you haven't forgotten how Jerry started his sentence when he told about his blue sweater. (Hold up *I like* and have each child read.)

Vocabulary introduction. *on*. When Jerry calls Alice this morning he doesn't say, "Come here." He says, "Come on." (Put *Come on* in the card holder as you say the words.) Who can find the word *on*? Watch the round letter with which it begins. (Trace the *o*.) There is a word card which says *on* among the cards on this chair. Who will find it, read it, and match it to the *on* in the card holder? Remember how Jerry called Alice. (Have each child read *Come on*.)

Then Jerry told how he felt about sliding. He said—(Put *I like to go* in the card holder. Add *up* to the sentence; then substitute *down* for *up*; then *up and down* for *down*.) And now (hold up *Come on*) and finish the story.

Reading from *Under the Sky* (page 19). How many sentences begin like this? (Hold up *I like*.) How many times do you see this? (Hold up *Come on*.) Who will read the whole page?

Page 20. At last Alice gets a turn. How many sentences begin like this? (Hold up *I like*.) How many begin like this? (Hold up *Here I go*. Then have someone read the page.)

Page 21. Is this the same day or another? In what directions can Alice go in this big swing? What does the title say? Why do *Up* and *Down* begin with capital letters?

(Have "Here I Go" reread in the usual manner.)

Developing accurate recognition of confusing words. *on-one*. When Jerry told Alice to come, he used this word. (Write *on* on the board and have it read.) *On* has a partner. (Write *one* under *on* and have it read.) How are *on* and *one* alike? How are they different? Here are some more partners. (Write *to-two*, etc.)

Developing ability to hear initial consonant sound *ch*. Say the word *children* softly and listen to the way it begins. What other words do you remember which begin like *children*?

Supplementary Activities

1. **Preprimer Workbook**, pages 24 and 25.
2. **Textfilm**. If a projector is available, Frame 15 on the Textfilm for *Under the Sky* may be used now. (See page 441.)

UNIT 40

Introduction to pages 21-24, *Under the Sky*

Materials Needed

Pocket Card Holder

Word Cards

down up

I You

Phrase and Sentence Cards

Come on I like to go

I can See me go

I can go up and down

I like You can

You can go

Procedure

Motivated review. Do you remember how Alice stood on tip-toe in the swing? I am almost sure she saw someone. Maybe she called—(Hold up *Come on* and have it read.)

Vocabulary introduction. *you*. I am sure if you were there to hear, Alice would say—(Build *I can go up* in the card holder and have it read.) Then she might say—(Substitute *down* for *up*; then *up and down* for *down*.)

She might want you to know what a good swinger she was. Then she would say—(Build *See me go up*; follow with *See me go down*; *See me go up and down*.)

If someone else were there, I am sure she would say, "You can go up." (Build *You can go up* in the card holder.) When Alice talks about someone besides herself, she says *You*. (Cup the word as you say it.) There is a word card on this chair which says *You*. Find it, read it, and put it under the word *You* in the card holder. Watch how *You* begins. (Trace the *Y*; then reverse card and trace *y*. Hold up *You can go* and have it read.) I hope you can (hold up *You can*) remember the word *you* (hold up word card *you*.)

(Return the phrase card *You can go* to the card holder and have the sentence *You can go up* read again. Then substitute *down* and *up and down* for *up* in the usual manner.)

Activities for developing sight vocabulary. (Remove cards from card holder. Then put *I like*, *I can*, *I like to go*, *I can go*, *You can*, *You can go* in the holder, blank side up. Play "One, Two, Three! What Do You See?" (Remove phrase cards and add word cards *I* and *You*.) Bring me the word I use when I talk about myself. The one I use when I talk about someone else!

Developing accurate recognition of confusing words. I wonder if you remember the word which is the partner of *one*. (Write *one-on* on the board and have each word read. Then review *two-to*, *my-me*, *look-like*, *come-can*.)

Developing ability to hear the initial consonant sound *ch*. How many words can you remember which begin like *children*? (Then suggest *chalk*, *chair*, *church*, *chicks*.)

Supplementary Activity

Vocabulary *Preprimer Workbook*, page 24.

UNIT 4I

Under the Sky (pages 21-24)

Materials Needed

Word Cards

I May
Kittens You

Phrase Cards and Sentence Cards

Come on You can
I can go You can go
See me go

Procedure

Motivated review. What is the word I use when I talk about myself? (Hold up *I*.) When I talk about someone else? (Hold up *You*.) I might begin a sentence this way. (Hold up *You can*.) Or I might say—(Hold up *You can go*.)

Reading from *Under the Sky*. Turn quickly to page 21. The first one to find the page may read the title.

Page 21. Why do you think Alice has stopped swinging? If she sees or hears someone, who is it?

Page 22. Were we right about Jerry? If I were Alice, I would tell Jerry to be careful. Why would I do that? How many sentences begin like this? (Hold up *I can go*.) Read and prove that there are three. How many begin like this? (Hold up *See me go*.) Read to prove that there are two.

Page 23. I think Alice did tell Jerry to be careful. How do I know? Read the first three sentences and send Alice up in the swing. Read the last three and bring her down again.

Page 24. What is Jerry doing? Why do you pump in a swing? How many sentences begin like this? (Hold up *You can go*.) Read to prove that there are three. How many times do you see—(Hold up *Come on*.) Read to prove that you see it three times.

Page 25. You can't keep your eyes from the kittens on the next page. Why do I call them kittens? Here is the word which says *Kittens*. (Hold up *Kittens*.) Can you find *Kittens* in the title? This little girl is *May*. May is Alice's best friend. Her name looks like this. (Hold up *May*.) Can you find her name in the title? Who can read the title?

(Have the swing story reread page by page.)

Developing ability to hear the initial consonant sound *ch*. Can you remember 7 (write 7 on the board) words which begin like *child*? Joe and Carl are *chums*. Did you hear another? (Add a picture of chicks as a seventh row on the Sound Chart.)

Supplementary Activities

1. **Vocabulary Preprimer Workbook**, page 25.
2. **Textfilm.** If a projector is available, Frame 26 on the Textfilm for *Skip Along* (see page 439) and Frame 17 on the Textfilm for *Under the Sky* (see page 441) may be used before beginning the next unit.

UNIT 42

Introduction to pages 25-28, *Under the Sky*

Materials Needed

Pocket Card Holder

Word Cards

and go like
 blue here little
 can I May
 come jump red
 down kittens (2) two

Phrase and Sentence Cards

Come here Alice little kittens (2)
 Come on (2) Look Alice look
 Come to me (2) See my
 Here I come You like
 I like
Rebus Card: chicks

Procedure

Motivated review. Do you remember the name of Alice's best friend? (Hold up *May*.) Of course you remember what her pets were. (Hold up *kittens*.)

Developing the habit of left-to-right scanning. I want to write the name of some pets. (Write k_____ on board; pause until children suggest *kittens*; then complete the word.) I want to write another name. It begins like this. (Write Ma_____ on board and repeat procedure for *May*.) Here is another name. (Write Mo_____ for *Mother*; continue with F_____ for *Father*, A_____ for *Alice*; Ji_____ for *Jip*, Je_____ for *Jerry*.)

Vocabulary introduction. *little*. May was on the sidewalk with the kittens in her arms. Far down the street she saw Alice, and she called—(Put *Come here Alice*, *Come on*, *Come on* in the card holder.) Then she called, "See my two little kittens." (Build *See my two little kittens* in the card holder as you say the words.) This word (indicate *little*) tells the size of the kittens. Who can find the word *little* among the cards on this chair? Read it and match it with the word *little* in the card holder. *Little* begins like *look* and *like*. Watch how it begins. (Trace the *l*.) Do you see the twin letters? (Trace the *tt*.) Sometimes *little* begins with a capital letter. Then it looks like this. (Reverse card and trace *L*.) Now read again what May said about her kittens. May knew that Alice liked kittens. So she said—(Add *You like kittens*, *Look Alice look*.)

By this time Alice was flying down the street calling—(Add *Here I come*, *I like kittens*. Then May put the kittens down on

the ground and Alice said—(Add *Come to me little kittens, Come to me.*)

Activities for developing sight vocabulary. (Have the following word cards in a small box: *and, blue, can, come, down, go, here, I, jump, like*. Have each child draw a card, read it, and then put it in the card holder. How fast can the box be emptied? How fast can the cards be reread and returned to the box?)

Reviewing the initial consonant sounds *b, d, c, r, h, j, ch*. (Put the word cards *blue, come, here, down, red, jump*, and the rebus card for *chicks* in the card holder.) I will say a word. You show me the card which begins with the same sound.

Supplementary Activity

Vocabulary *Preprimer Workbook*, page 26.

UNIT 43

Introduction to pages 25-28, *Under the Sky*

Materials Needed

Pocket Card Holder

Word Cards

Alice	little	play
kitten	May	Two
kittens	One	with

Phrase and Sentence Cards

can play	See my
like to play	The kittens
little kittens	with me
Look down here	with you

Procedure

Motivated review. Two girls and two pets all ready for some fun! First there is—(Hold up word card *Alice*.) Then there is—(Hold up *May*.) Then there are two—(Hold up *little kittens*.) Show me the word which tells the size of the kittens.

Vocabulary introduction. *play, with*. When May put the kittens on the walk, she said—(Put *Look down here, See my little kittens* in the card holder.)

Alice knew the kittens did not belong to her. So she called them—(Put *The kittens* in the card holder and have each child read.) Alice knew what kittens like to do. So she said, "*The kittens like to play*." (Complete the sentence as you say the words.) I am sure someone can show me the new word *play*. Watch how *play* begins. (Trace the *pl*.) There is a card on this chair which

says *play*. Who can find it, read it, and match it with the word *play* in the sentence?

Then Alice had a grand idea. Why not divide up the kittens? May could have—(Build *One kitten* in the card holder.) Alice could have—(Have the phrase *One kitten* reread.) One kitten and one kitten are two kittens. (Build phrase *Two kittens* under the phrase *One kitten*.) Who will show me the word *kitten*? I see it on the card which says *One kitten*. Who will show me the word *kittens*? I see it on the card which says *Two kittens*. Now watch! This word (write *kitten* on the board) says *kitten*. If I want to make it mean more than one, if I want it to say *kittens*, I add this letter. (Add *s*; then erase the *s* and rewrite several times, having the children read both forms of the word. Remove the phrase *Two kittens* from the the card holder.)

Whenever you play, you have to have something or someone to play with. So Alice said, "One kitten can play with you." (Complete the sentence as you say the words, and have each child read.) *Play* and *with* go together very, very often. (Put the two words under the identical words in the sentence.) Which word says *play*? Which word says *with*? Watch how *with* begins. (Trace the *w*.) Don't forget the words that go together. (Hold up *play* and *with*, have them read, and return the cards to a convenient chair.) Now read again what Alice says one kitten can do. Then Alice said—(Substitute *with me* for *with you* and have the new sentence read. Reread the sentences in the card holder several times.)

Activities for developing sight vocabulary. (Put *May*, *kitten*, *kittens*, *little*, *play*, *with* in the card holder.) Bring me the word which tells the size of something. The word that means just one pet! The two words which often go together! The word that means more than one pet! The name of the one who owns the kittens!

Reviewing the initial consonant sound *b*. "*Visit my house*": I have a house with a tinkly *bell* over the door. You may visit my house if you can tell me another word which begins like *bell*. (Each child who recalls a word beginning with *b* may visit by coming to the front of the group.)

Supplementary Activity

Vocabulary *Preprimer Workbook*, page 27.

UNIT 44

Under the Sky (pages 25-28)

Materials Needed

Pocket Card Holder

Word Cards

and One (2)

kitten (2) the

Phrase and Sentence Cards

can jump

can play (2)

jump and play

Jump up (2)

like to play

My little kitten

See my kitten

The kittens

with me

with you

Procedure

Motivated review. This is the day when Alice's plan starts to work. You remember she said—(Build *The kittens like to play*, *One kitten can play with you*, *One kitten can play with me* in the card holder and have each sentence read several times.)

Vocabulary introduction. When May talked about her kitten, she called it—(Add *My little kitten* to the card holder and have each child read.) Then May discovered that her kitten was doing something that Alice's kitten was not doing. So she said—(Add *can jump* to complete the sentence *My little kitten can jump*.)

May wanted Alice to see how smart her kitten was. So she called—(Add *See my kitten* and have it read.) May's kitten could do two things. So she said—(Add *jump and play* to complete the sentence *See my kitten jump and play*.) (Have the last two sentences in card holder read by each child.) Then May said to her kitten—(Add *Jump up*, *Jump up*.) Now turn quickly to page 25.

Page 25. I see the joining word in the title. What does it say? (Hold up *and*.) I see this word, too. (Hold up *the*.) Now who is ready to read the title?

Page 26. Read the first two sentences silently. Now who will call Alice just as May did? I see two sentences which are just alike. The first one to find them may read them. Where does May tell Alice to look? The first one to find out may read the sentence. Now someone may read the whole page.

Page 27. Who can find and read this sentence? (Indicate *The kittens like to play* in the card holder.) Who can find two sentences which begin by saying *One kitten*? (Then have the page read sentence by sentence. Have some child read entire page.)

Page 28. Who can find and read this sentence? (Indicate *My little kitten can jump* in the card holder.) Who can find and read this sentence? (Indicate *See my kitten jump and play*. Have the page read sentence by sentence.)

Page 29. Of course you know who this is. What signs of autumn do you see? What work is Father doing? What tools is he using? Have you ever had a ride on a wheelbarrow? Someone will have a ride in the next story. I know because I can read the title. Can you? Who do you think will ride?

(Have the story of "May and the Kittens" reread page by page.)

Developing accurate recognition of confusing words. How well do you remember the partner words? (Write *two-to*, *like-look*, *my-me*, *on-one*, repeating difficult ones.)

Developing ability to hear initial consonant sound l. How many words can you think of which begin like—? (Write *little* on the board.) When Jerry climbed down into the wading pool, he went down a *ladder*. Did you hear a word which begins like *little*? At night I *lock* the door. Did you hear another? Can you think of some others *all* by yourselves?

Reviewing the initial consonant sound c. "Visit my House": My *house* has a porch where an old mother *cat* likes to sleep in the sun. You may visit my house if you can tell me another word which begins like *cat*.

Supplementary Activity

Vocabulary *Preprimer Workbook*, page 28.

UNIT 45

(To follow pages 25-28, *Under the Sky*)

Use this unit to measure growth in sight vocabulary and pupil ability to use vocabulary in new context setting. If a projector is available, Frame 19 on the Textfilm for *Under the Sky* may be used instead of this unit; see page 441.

Materials Needed

Pocket Card Holder

Word Cards

and	come	go	I	look	one	see	three	up
can	down	here	jump	my	ride	the	two	

Procedure

Activities to check retention of sight vocabulary. Suppose you earn your way to the reading group this morning. You may come if you can read the word I show you. (Use all the carrier words from *Skip Along*—all cards listed under Materials Needed.)

Applying known vocabulary in new context. (Have this story written on board. Draw simple picture for rebus *ball*.)

Jerry

Come on, Jip.

Come and play.

See my little red (*rebus ball*).

I like to play with you.

You like to play with me.

Come here, May.

See Jip go.

Go Jip.

Go, go, go.

One day Jerry found a little red ball. He couldn't play baseball with it. But he could play with Jip. So he called—(Have the title and the first two sentences read.) He showed Jip the ball and said—(third sentence.) Jip wasn't very anxious to play ball. So Jerry tried to get him interested. He said—(sentences 4-5.)

Just as Jerry was ready to throw the ball, he saw May. So he called—(sentences 6-7.) Then Jip started after the ball, and Jerry said—(Finish the story.)

Activities for developing sight vocabulary of phrases and sentence beginnings. When I tell about something I can do, I begin by saying—(Write *I can* on the board.) When I tell about something you can do, I say—(Write *You can* and have someone read.) If I tell about something I like, I say—(Write *I like*. Continue with *You like*, *You like to play*, *You can jump*, *I can see you*. Then play "Send Away" by having each child see how quickly he can read and erase a sentence or phrase from left to right.)

Reviewing initial consonant sound r. My house has *roses* growing over the door. You may visit my house if you can tell me another word which begins like *roses*.

Supplementary Activity

Vocabulary Preprimer Workbook, page 29.

UNIT 46

Introduction to pages 29-32, *Under the Sky*

Materials Needed

Pocket Card Holder

Word Cards

ride want you

Phrase Cards

I can to see

I like with Jerry

I want You like

to ride You want

Procedure

Motivated introduction. This is the day when Father is busy with the leaves. What tools is he using? Does anyone help him? Suppose we find out. Turn quickly to page 29.

Developing ability to follow picture events in sequence and to predict outcomes (page 29). (Have wheelbarrow and rake identified.) What signs of autumn do you see? No one around to help yet! Whom do you expect to see in the next picture?

Page 30. Here they are! Who was the first one to think of the wheelbarrow ride? I can almost hear what Father is saying. Can you? Then what will happen in the next picture?

Page 31. Is this what we expected? Now what will happen next? Turn quickly and see if you are right.

Page 32. What a load for Father! Suppose there is a big pile of leaves at the end of the drive. What joke might Father play on Alice and Jerry?

Page 33. What an interesting store! Do you think you would like the storekeeper? Why? Suppose you each choose one thing you would like in this store. (Have books collected.)

Vocabulary introduction. *I want, want.* If you were to ask Alice if she could rake leaves, she would say—(Put *I can* in the card holder and have each child read.) If you asked her if she liked to rake leaves, she would start by saying—(Add *I like.*) When Father called, she said—(Put *I want to ride* in the card holder and read each card as you build the sentence. Have each child read the sentence. Then indicate the sentence beginning *I want.*) How did Alice begin her sentence? Show me the word *want*. There is a card among the other cards on this chair which says *want*. (Proceed as in previous units.) Now read again what

Alice said. Maybe Alice said this. (Add *with Jerry* to the sentence.) Maybe Father said—(Substitute *You want* for *I want*. Then substitute *You like* for *You want*.) Maybe Father also said—(Build *I want to see you* and have each child read the sentence.) Maybe this is what he wanted to see the children do. (Add *ride* to the sentence.)

Activities for developing sight vocabulary. *Sentence beginnings:* (Remove all cards except *I want*, *I like* from card holder. Add phrase card *I can*. Ask each child a question; for example, "What can you do?" "What do you like to do?" "What do you want for Christmas?" Have each child choose the correct sentence beginning, with which to begin his answer.)

Developing ability to hear initial consonant sound I. (Write the words *like*, *look*, and *little* on the board. Have pupils listen to the way they begin.) One day Jerry went with father to the *lake*. They were very *lucky*. They caught a *lot* of fish. Did you hear some more words which begin like *look* and *little*? (Add the words *look*, *like*, *little* to the Sound Chart. If a projector is available, use Frame 28 on the Textfilm for *Skip Along*; see page 439.)

Supplementary Activity

Vocabulary *Preprimer Workbook*, page 30.

UNIT 47

Under the Sky (pages 29-32)

Materials Needed

Pocket Card Holder

Word Cards

and here ride (2)
can Jerry store
down like you

Rebus Cards: chicks bird

Phrase Cards

Come here	May I go
Here you go	to see
I can	with Jerry
I like	You may go
I want	You may ride
Jump on	

Procedure

Motivated review. When I know how to do something, I say—(Put *I can* in the card holder and have it read.) When I see some-

thing I like very much I say—(Add *I like*.) When I want something I say—(Add *I want*.)

Vocabulary introduction. *may*. While Father raked leaves, Alice was drying the dishes. How she wished she could go outdoors! When the dishes were done, she said—(Put *May I go* in the card holder.) Mother said—(Add *You may go*.)

When Father called Alice, he said—(Add *Come here and ride, You may ride*.) Then he said—(Add the phrase *with Jerry* to form the sentence *You may ride with Jerry*.)

Then Father told the children to—(Add *Jump on*.) He said—(Build *I want to see you ride* in the card holder.) Then he started off with the wheelbarrow and said—(Add *Here you go*.) And here you go into your books. The first one to find **page 29** may read the title.

Reading from *Under the Sky* (pages 30-32). (Have each page read sentence by sentence, silently, then orally. Then have several children read an entire page.)

Page 33. Here is that interesting store again. (Hold up the word *store* as you say the word.) How many red things do you see? How many blue? I see two color words in the title. Who can read the title and tell us the colors? Why do *Red* and *Blue* begin with capital letters?

(Have “Come and Ride” reread in the usual way.)

Extending the meaning of familiar words. May has a bicycle and—(Write *May can ride* on the board and have the sentence read.) When we say *May can ride*, *May* is the name of a little girl. But when Alice said (write *May I go*), she meant, “Will you let me go outdoors, Mother?” When Father said, “You may ride,” he meant, “I will let you ride.” So sometimes *May* is a girl’s name. Sometimes it means “I will let you.”

Review of initial consonant sounds *d, j, c, b, r, h, ch, l*. (Put word cards *can, down, here, Jerry, like, ride* and rebus cards *chicks* and *bird* in the card holder.) You may visit my house if you can find the card *like* and tell me another word which begins with the same sound. (Repeat procedure until all cards have been removed from the card holder.)

Supplementary Activity

Preprimer Workbook, pages 26-27.

UNIT 48

(To follow pages 29-32, *Under the Sky*)

Use this unit to measure growth in sight vocabulary and ability to use vocabulary in new context setting. If a projector is available, Frame 21 on the Textfilm for *Under the Sky* may be used instead of this unit; see page 441.

Materials Needed**Pocket Card Holder****Word Cards**

blue	kittens	little	Mother	play	to	with
Father	like	May	on	red	want	you

Procedure

Motivated review. (Have all the word cards listed under Materials Needed in the card holder.) Father raked the leaves in a hurry. Can you each read a card and take it from the card holder in a hurry? (Note any words which cause trouble.)

Applying known vocabulary in new context. (Have the following story written on the board.)

Up You Go
Jump on, Alice.
You like to ride.
You can ride.
Ride with Father.
Ride with me.
I want to go up.
You want to go up.
Come on, Father.
Up, up, up.

One day Father took Alice and Jerry for a ride on a two-decker bus. Of course Jerry wanted to ride on top of the bus. Maybe that is why our title is—(Have the title read.) The minute the bus stopped, Jerry started to talk. (Read in usual manner.)

Activities for the developing of sight vocabulary. "*Watch me go*": How well do you remember the partner words? (Write *me*, erase quickly, and have some child tell what was written. Follow with *my, on, one, to, two, like, look.*)

"Magic—Watch me change": Close your eyes tight. When I tell you to open them, be ready to read what I have written. (Begin with *I can*. Then substitute *like, want, jump* for *can*. Repeat with *You can, You like, You want, You jump*.)

Reviewing initial consonant sound *ch*. My house has a green roof with a little red *chimney*. You may visit my house if you can tell me a word which begin like *chimney*.

Supplementary Activity

Preprimer Workbook, page 28.

UNIT 49

Introduction to pages 33-38, *Under the Sky*

Materials Needed

Pocket Card Holder

Reading Readiness Picture Card 18

Word Cards

something store want wants

Phrase Cards

I want

Mother wants

Procedure

Motivated review. (Have the Reading Readiness Picture Card 18 in the card holder.) Alice and Jerry are going to the store for Mother. (Put the word card *store* under the picture.)

Vocabulary introduction. *wants, something*. When Jerry wants something he says—(Put *I want* in the card holder.) But when he tells what Mother wants, he says—(Add *Mother wants* and have several children read.) Show me the card which says *I want*. Find the word on that card which says *want*. Find the card which says *Mother wants*. Show me the word on that card which says *wants*. What does this word say? (Add *want* to card holder.) What does this word say? (Add *wants*) How are *want* and *wants* alike? How are they different? (Write the two words on the board and draw a line under *want* in the word *wants*.)

When you go to the store, you go to get something. (Put *something* in the card holder as you say the word.) What a long word *something* is! Watch how *something* begins. (Trace the *s*; then reverse card and trace *S*.)

Who will bring me the word which tells where Alice and Jerry

are going? The word which tells what they will get at the store?
The word *wants*! The sentence beginning which begins with
Mother's name! The word *want*! The last card!

(Have the following story written on the board.)

The Store

Come here, Alice.

Mother wants you.

Mother wants me.

You may go to the store, Jerry.

Alice may go with you.

I want something.

I want something red.

Here I go, Mother.

Come on, Jerry, come on.

Now I am sure you are ready to read about—(Have the story title read.) Mother told Jerry to find Alice. So he called—(Have the first three sentences read, one at a time.) When the children came into the kitchen, Mother said—(Have the next four sentences read.) As Alice started down the walk she said—(Last two sentences. Have entire story reread.)

Developing ability to hear the initial consonant sound *p*.
Puppy, parasol, push, potatoes! Say the words softly with me and listen to the way they begin. At the store I got some *pears* and apples. Which fruit begins like *puppy*?

Reviewing the initial consonant sound *l*. In my house I have some *lemons*, some *lettuce*, and a *loaf* of bread. You may visit my house if you can tell me another word which begins like *lemons*.

Supplementary Activity

Vocabulary *Preprimer Workbook*, page 31.

UNIT 50

Under the Sky (pages 33-36)

Materials Needed

Pocket Card Holder

Word Cards

blue	good	store
Come	red	want
comes	something	wants

Phrase and Sentence Cards

Come with me

I want

May I go

You may go

Procedure

Motivated review. Today we meet this pleasant looking store-keeper again. (Hold up page 33.) Why do you think you would like him? I wonder who is coming to the store. (Put *store* in the card holder as you say the word.)

Vocabulary introduction. *good*. I am sure whoever goes to the store will get *something*. (Put *something* in the card holder.) Maybe he will get—(Add *blue* to *something* to form the phrase *something blue*.) Maybe he will get—(Substitute *red* for *blue*.) I am sure he will get something *good*. (Substitute *good* for *red* and have each child read the new phrase.) Show me the word *good* in the card holder. Watch how *good* begins. (Trace the *g*. Do not show capitalized form.) I am sure if Jerry asked to go to the store, he said—(Add *May I go*.) I hope Mother said—(*You may go*.)

Reading from *Under the Sky*. Turn quickly to page 33. The first one to find the page may read the title.

Page 34. Can you find two sentences which begin like this? (Hold up *I want* and have it read.) Read the two sentences and find out who is going to the store. Do you see the dot at the end of each sentence? We call that dot a period. (Make a period on the board as you say the word.) The period tells us that Jerry is through saying one thing he has to say.

Can you find two sentences which begin like this? (Hold up *May I go* and have the phrase and the sentences read.) When Jerry says, "*May I go?*" he is asking a question. So we use this mark at the end of the sentence. (Make a question mark on the board.) We call this mark a question mark. Can you find two question marks? Who will read the page?

Page 35. What has happened to Jerry since the last picture? What do you suppose Alice is saying? Why does she have her pocketbook? What do you think is going to happen?

Can you find two sentences which begin like this? (Hold up *Come with me* and have the card and then the sentences read.) What does this word say? (Hold up *Come*.) And this word! (Hold up *comes*.) Who can find *comes* in your book and read the sentence in which you find it? (Hold up *want* and *wants*, and

repeat procedure.) Now who will be Father and read the first three sentences? The last three?

Page 36. Were we right? Is Alice going to the store? I told you pictures do not always tell what happens. What do you think Alice is saying to Jerry? How many sentences begin like this? (Hold up *I want* and have card read.) Read those four sentences to find three things Alice wants Jerry to bring her. Now who will read the whole page?

Page 37. Remember Alice told Jerry to look and look. Is he doing that? What is he looking at? Turn back to page 33 and look in the showcase if you have forgotten. What do you think Jerry may buy? Is it red? Is it blue? Is it good?

Reviewing initial consonant sound d. I have a house, and in my house I have a *davenport* and a *desk*. You may visit my house if you can tell me another word which begins like *desk*.

Supplementary Activity

Vocabulary *Preprimer Workbook*, page 32.

UNIT 51

Under the Sky (pages 37-38)

Materials Needed

Pocket Card Holder

Word Cards

airplane is

blue red

boat something

good train

Phrase Cards

Alice wants

Come here

Here is

I want

Reading Readiness Picture Cards

36, 44, 52

Procedure

* **Motivated review.** Don't forget. Jerry is going to get Alice— (Build *something red*, then *something blue*, and then *something good* in the card holder; have each phrase read.)

Vocabulary introduction. *is*. When I go to the store, I look around and say, "Here *is* what I want." (Put *is* in the card holder as you say the word. Point to *is* each succeeding time you use the word.) "Here *is* my money." If I have just enough, I say, "This

is just enough." But if I have too much, I say, "Where is my change?" Then the storekeeper is sure to say, "Here is your package. Here is your change." Now if you have been listening, I am sure you know what this word says. (Indicate *is*.) Isn't *is* a little word? Watch how it begins. (Trace the *i*. Do not show capitalized form.)

When Jerry discovered something for Alice, he said—(Build *Here is something red* and have each child read. Then substitute *blue* for *red*, *good* for *blue*.) I hope you remember how Jerry started each sentence. (Hold up *Here is*.) I hope you remember this word which we use so much when we go to the store. (Hold up *is*.)

Reading from *Under the Sky* (page 37). I see a sentence which begins like this. (Hold up *Alice wants* and have the phrase and the sentence read.) I see another which begins with—(Hold up *I want* and repeat procedure.) How many sentences begin like this? (Hold up *Here is*.) Who will read all that Jerry said? We still do not know about the doll.

Page 38. I told you pictures could not tell the whole story. Would you like what Jerry brought Alice? Did he get something red? Blue? Good? Two balloons—two lollipops! How many things did he get altogether? Why did he buy two lollipops? If he gives Alice a red balloon, a blue balloon, and a lollipop, how many things will he give her? How many things did she tell him to get? How many things will he keep for himself? Then three things and one thing are _____ things. Two things and two things are _____ things.

I see two sentences which begin like this. (Hold up *Come here* and have phrases and sentences read.) I see three sentences which begin like this. (Hold up *Here is* and repeat procedure.) Now who will read everything Jerry says to Alice?

Page 39. Take one good look at the next page. Find three things to ride in. (When children have discovered the *train*, *boat*, and *airplane*, put Reading Readiness Picture Cards 36, 44, 52 in the card holder with the appropriate word under each.)

(The story "Red and Blue" should be reread page by page.)

Developing accurate recognition of confusing words. Do you remember our partner words? (Write *on-one*, *to-two*, *look-like*, *me-my*.) Here is another pair. (Write *go-good*.)

Developing ability to hear initial consonant sound *p*. (Add a picture of a *puppy* to the Sound Chart and proceed as suggested in previous units. If a projector is available, use Frame 30 on the Textfilm for *Skip Along*; see page 439.)

Supplementary Activity

Vocabulary *Preprimer Workbook*, page 33.

UNIT 52

(To follow pages 33-38, *Under the Sky*)

Use this unit to measure growth in sight vocabulary and ability to apply vocabulary in new context setting. If a projector is available, Frame 23 on the Textfilm for *Under the Sky* may be used instead of this unit; see page 442.

Materials Needed

Rebus Card: dress

Procedure

Motivated review. "*Send away*": (Have the following words written on the board: *blue, good, kittens, like, little, me, on, play, red, something, store, to, want, with, you.*) Today you must earn your way to your reading group. If you can read two words and send them away by erasing them, you may come to your reading group. (Watch for words which cause trouble.)

Applying known vocabulary in new context. (Have the following story written on the board.)

Something Good

Come here, Alice.

Here is something red.

Here is something you like.

Here is something you want.

Here is something good.

Look here, Alice, look here.

Mother, Mother.

I like my (*rebus dress*)

One day Mother went to town. Alice did not go. When Mother came home, she had—(Have the title read.) Then Mother said to Alice—(Have sentences 1-6 read, one at a time.) Mother opened the box in her hand. Alice looked down and said—(Hold the rebus card *dress* at end of last sentence, and have the last two sentences read.)

Reviewing initial consonant sounds *b, c, d, h, j, l, p, r, ch*. Mother might have brought Alice something else. A toy which begins like *duck* (doll)! Something round which begins like *baby* (ball)! (Continue to suggest something for each of the other sounds listed.)

Supplementary Activity

Preprimer Workbook, page 29.

UNIT 53

Review of pages 2-38, *Under the Sky*

Procedure

Reread the first thirty-eight pages of the book. Pupils enjoy putting their chairs in a circle and calling it a reading party. Each pupil and the teacher may read a page. Ask occasional questions to stimulate interest. Keep watch for words, phrases, or sentences which cause trouble. Put all the word cards used so far, in the card holder in columns. Have pupils see how fast they can climb up and down the word ladders.

UNIT 54

Introduction to pages 39-44, *Under the Sky*

Materials Needed

Pocket Card Holder

Word Cards

airplane	boat	ride
airplanes	boats	train
and	in	trains

Phrase Cards

I like (2)
to ride (2)

Reading Readiness Picture
Cards 36, 44, 52

If a projector is available, use the Textfilm for *Under the Sky*, Frames 24-28, before beginning this unit. (See page 442 for directions.)

Procedure

Vocabulary introduction. *airplane, airplanes, boat, boats, train, trains, in.* (Have Reading Readiness Cards in the card holder with appropriate word card under each.)

Of course you know what this word says. (Indicate *airplane* and have each child read the word.) *Airplane* is such a long word. Watch how it begins. (Trace the *a*; reverse and trace *A*.) This word means more than one airplane. What does it say? (Put *airplanes* in the card holder.) I see the word *airplane* in the word *airplanes*. Watch while I draw a line under it. (Write *airplanes* on the board and draw a line under *airplane*.)

What does this word say? (Indicate *boat*.) Watch how *boat* begins. (Trace *b*; reverse and trace *B*.) If we mean more than one boat we say—(Add *boats* and proceed in same manner.)

Our last word says—(Proceed in similar manner with *train* and *trains*. Remove word cards from card holder. Give the word cards *train, boat, airplane*, one by one, to different pupils to be matched with pictures.)

When we ride we often ride *in* something. (Put the word *in* in the card holder as you say the word.) Sometimes we ride—(Add *airplanes* to form the phrase *in airplanes*.) Sometimes we ride—(Substitute *trains* for *airplanes*; then *boats* for *trains*.) Now show me the word *in*. Watch how it begins. (Trace the *i* and have each child read the word.)

I am sure if Jerry is around, he is saying—(Build *I like to ride in trains*. Then substitute *airplanes* for *trains*, *boats* for *airplanes*.) I am sure he will say—(Build *I like to ride and ride*. Remove all cards from holder.)

Developing ability to recognize basic words in derived forms. “*Watch me grow*”: Everyday you grow a little. Words like to grow, too. Suppose you watch these words grow. (Write *kitten* on the board and have the word read. Add *s* and have the new form read. Continue with *store, stores; come, comes; ride, rides*.)

Reviewing initial consonant sound *j*. I live in a house where there is a hook upon which to hang my *jacket*. You may visit my house if you can tell me another word which begins like *jacket*.

Supplementary Activity

Vocabulary *Preprimer Workbook*, page 34.

UNIT 55

Under the Sky (pages 39-41)

Materials Needed

Pocket Card Holder

Word Cards

airplane	boat	something
airplanes	boats	train
big	in	trains

Phrase Cards

in big boats
to ride

Procedure

Motivated review. I am sure you know these words so well that you will not need pictures to help you. (Put the words *airplane*, *boat*, and *train* in the card holder, and have the words read.)

When we ride, we generally ride—(Have children suggest *in* and add the word to the card holder. Build phrases *in boats*, *in airplanes*, *in trains* and have each phrase read.)

Vocabulary introduction. *big*. Today Alice and Jerry go with Mother to a big lake. The boats on the lake are not little. They are—(Have children suggest *big* as you add the word *big* to the card holder.) Watch how *big* begins. (Trace the *b*; reverse and trace *B*.) I am sure Jerry likes to ride—(Put *in big boats* in the card holder and have each child read. Cover the word *boats* with the word card *airplanes* and then with the word card *trains*.) I hope Jerry finds—(Build *something to ride* and have phrase read.) I hope he finds—(Build *something big*.)

Reading from *Under the Sky*. Turn quickly to page 39.

Page 39. Can you find the landing place for the boat? Do you know the grown-up word for it? If you were close to the blue

boat, would it be big or little? Why does it look small? If that airplane were to land in a field near you, would it be a big or a little plane? Why does it look small? If that train were to go whizzing by on a track close by, would it be a big or a little train? Why does it look small? When do big things always look small?

If you can read what I put in the card holder, you can read the title. (Build *Something to ride* and have the phrase and the title read.)

Pages 40-41. (Have pages read in the usual way.)

Alice and Jerry did not ride in the train or the airplane. What is there left in which to ride?

Developing accurate recognition of confusing words. Do you remember the word we use so often at the store? (Write *is* and have each child read the word.) *Is* has a partner. We ride *in* boats. (Write *in* as you say the word). Now who can read the two partners? (Continue with *on-one*, *me-my*, *like-look*, *go-good*; repeating *is-in* many times.)

Developing ability to hear initial consonant sound t. *Tram, today, top, toy!* Say these words softly with me. Listen to the way they begin. I see some *tools* on the work *table*. I see a box of *tacks*. (Proceed in usual way.)

Reviewing initial consonant sound p. I live in a house which is *painted* white. You may visit my house if you can tell me a word which begins like *paint*.

Supplementary Activity

Vocabulary *Preprimer Workbook*, page 35.

UNIT 56

Under the Sky (pages 42-44)

Materials Needed

Pocket Card Holder

Word Cards: airplane boat train

Procedure

Motivated review. Alice and Jerry did not ride in the—(Put *airplane* in the card holder.) They did not ride in the—(Add *train*.) Maybe they will ride in the—(Add *boat*.)

Reading from *Under the Sky*. Turn quickly to page 42 and see if they do. (Have pages 42-44 read in the usual way.)

Page 45. Who do you think this woman can be? How do you know that she is not Mother? Of course you know the name of the pet she holds. If you have bright eyes you can find the word *puppy* in the title. This is a very little puppy. Can you find the word *little* in the title also? Now who will read the title? Maybe the next time we read we will find out who this is and whose little puppy she is holding.

(Have pupils reread "Something to Ride" by page units.)

Developing accurate recognition of confusing words. Every morning you put on your shoes. Your shoes are partners. How well do you know your partner words? (Review *one-on, my-me, is-in, go-good*.)

Supplementary Activity

Vocabulary Preprimer Workbook, page 36.

UNIT 57

(To follow pages 39-44, *Under the Sky*)

Use this unit to measure growth in sight vocabulary and pupil ability to apply vocabulary in new context setting. If a projector is available, Frame 30 on the Textfilm for *Under the Sky* may be used instead of this unit; see page 442.

Materials Needed

Pocket Card Holder

Reading Readiness Picture Card 36

Procedure

Activities for developing sight vocabulary. (Have all the word cards from *Skip Along*, and those from *Under the Sky* that have been used so far, in a small box on a convenient chair.) Do you like surprises? Here is a box of surprises. Take a card from the box. If you can read what it says, you may put it in the card holder. (When the box has been emptied, play "One, Two, Three. How Many for Me?")

Applying known vocabulary in new context. (Have the following story written on the board. Add Reading Readiness Picture

Card 36 to the card holder as an illustration for the story. Explain that Father is taking Alice and Jerry to the city on the train, and that the story tells what he said. Have story read in usual manner.)

The Train Ride
 Here comes the train.
 Jump on, Alice.
 Jump on, Jerry.
 You want to ride.
 You may ride with me.
 Come and ride on the train.
 One, two, three.
 Up you go.

Developing ability to hear initial consonant sound t. I was down by the pond. I saw a *toad* and a *turtle*. What words did I use which begin like *top*? (Add the word *to* to the Sound Chart and proceed in usual manner. If a projector is available, use Frame 32 on the Textfilm for *Skip Along*; see page 439.)

Reviewing the initial consonant sound h. I live in a *house*, and near my house is a beehive where bees make *honey*. You may visit my house if you can tell me a word which begins like *house* and *honey*.

Supplementary Activity

Preprimer Workbook, page 30.

UNIT 58

Under the Sky (pages 45-47)

Materials Needed

Pocket Card Holder	Phrase Cards
Word Cards	Good puppy something little
puppy	good puppy something you like
something	Here is something you want

Procedure

Vocabulary introduction. *puppy*. There is a puppy (hold up word card) waiting for someone. I am sure if I had a puppy to give you, I would begin my sentence this way. (Put *Here is in*

the card holder.) I might say—(Add *something*, to form sentence *Here is something*.) But I probably would say—(Substitute *something you want* for *something*.) Or I might say—(Substitute *something you like* for *something you want*.) Or again I might say—(Substitute *something little* for *something you like*.) I am very sure I would pet the puppy and say—(Add *good puppy*.) I might say *good puppy* two times. Then the first *Good* would begin with a capital letter. (Build *Good puppy good puppy*.)

Reading from *Under the Sky*. Now turn quickly to page 45. What story will the picture tell us?

Pages 45-47. (Have pages read in the usual way.)

Developing accurate recognition of confusing words. I am sure that everywhere May goes, the puppy will go, too. May and the puppy will be partners. Let's see if you know your partner words. (Write *me-my, one-on, go-good, is-in, like-look*, and proceed as on previous days.)

Integrating auditory and visual perception of initial consonant sound *d*. Say the word *down* softly and listen to the way it begins. Watch how it begins. (Write *down* on the board and call attention to the initial consonant by tracing the *d*.) May's puppy will grow up to be a big—(Have children suggest *dog*.) *Dog-down*. What did you discover? Let's see if *dog* really does begin like *down*. (Write *dog* under *down* and compare initial consonants. Have pupils suggest other words which begin like *down*; write each word under those already on board and compare.)

Supplementary Activity

Vocabulary *Preprimer Workbook*, page 37.

UNIT 59

Under the Sky (pages 48-50)

Materials Needed

Pocket Card Holder

Word Cards

Alice with
Jerry

Phrase Cards

Here is something you want
something good with me
something you like You can play

Procedure

Motivated review. If I know anything about puppies, they want something to play with. I hope May has—(Put *something good* in the card holder and have the phrase read.) I hope she says—(Build *Here is something good*; then *Here is something you like*; then *Here is something you want*.) Maybe she will say—(Build *You can play with Alice*; then *You can play with Jerry*; then *You can play with me*.)

Reading from *Under the Sky*. Suppose we see if that is what May did say. Turn quickly to page 48.

Pages 48-50. (Have pages read in the usual way.)

Page 51. Have you ever done what Jerry is doing in this picture? If you do not know what he is doing, suppose you read the title. Won't it be fun to go to Jerry's store?

(Have the story "Little Puppy" reread in the usual way.)

Activities for developing sight vocabulary. (The story "Little Puppy" begins the absorption unit. Now is the time to check to see that the forty-five words introduced so far are recognized automatically. Test each day.)

Developing ability to hear initial consonant sound *m*. This is the day we bring *money* for *milk*. What two words did I use which begin like *mother*? (Stimulate children to suggest other words.)

Integrating auditory and visual perception of the initial consonant sound *d*. Do you remember the way *down* begins? (Write *down* and trace *d*.) Suppose I wanted to write the word *dog*. Would I begin it like this (write J—) or like this (write d—)? (Have some child indicate the correct beginning; then write the word *dog* to show him that he chose the right beginning. Repeat with two or three other words.)

Supplementary Activities

1. *Preprimer Workbook*, pages 31-32.
2. **Textfilm.** If a projector is available, use Frame 32 on the Textfilm for *Under the Sky* before beginning the following unit. (See page 442.)

UNIT 60

Under the Sky (pages 51-53)

Materials Needed

Pocket Card Holder

Word Card

store

Phrase Cards

Come on

Come on and play

to my store

You may come

Procedure

Vocabulary introduction. This is the day we go to Jerry's store. (Put the word *store* in the card holder as you say the word.) I am sure if you were there, Jerry would say—(Add *Come on*, *Come on and play* and have each child read both sentences.) I am sure he would say—(Add *You may come to my store*.)

Reading from *Under the Sky*. Turn quickly to page 51.

Page 51. I think Jerry goes to school. He has learned to do something you are learning to do. What does the blackboard sign say? What does the title say? What will Jerry use for a counter? What toys will he sell? If Jerry goes to school, what morning must this be? What do you expect will happen by the time we see the next picture?

Pages 52-53. The store is done, the counter ready. Who will be the first customer? (Have pages read in usual way.)

Activities for developing sight vocabulary. (Have all the word cards from vocabulary of *Skip Along* arranged in two rows in the card holder.) This is my store (indicate card holder). How many words will you buy today? (A child may buy a word if he can read it and take it from the card holder.)

Integrating auditory and visual perception of initial consonant sound *d*. Today I had such a good *dinner*. *Dinner* begins like *down*. If I wanted to write the word *dinner*, would I begin it this way? (Write h_____ on the board.) Or this way? (Write d_____.) (Proceed in usual way.)

Supplementary Activity

Preprimer Workbook, pages 33-34.

UNIT 6I

Under the Sky (pages 54-56)

Materials Needed

Pocket Card Holder

Phrase Cards

Come and play	Here is	You can
Come and see	I can	You like
Come here	I like	You may
Come on	I want	You want

Procedure

Reading from *Under the Sky*. Jerry has sold one thing from his store. What was that? Who will be his next customer? Turn quickly to page 54 and see.

Pages 54-56. (Have pages read in usual way.)

Page 57. What season or time of the year is it in all the stories in this book? What season comes after autumn? What is Father doing to get ready for winter? What will go up in place of the screens? Someone wants to get out. Who is it? Read the title and find out whom the next story will be about.

(Have "The Big Store" reread in the usual way.)

Activities for developing sight vocabulary. (In addition to vocabulary of two preprimers, the common sentence beginnings should be recognized automatically at the conclusion of *Under the Sky*. Put the sentence beginnings, listed under Materials Needed, in the card holder in two columns. Have children "climb" up and down the word ladders.)

Developing ability to hear initial consonant sound *m*. (Review words from previous units, have pupils suggest other words which begin like *Mother*; then add the words *me, my, Mother* to a new sound chart in the usual way.)

Integrating auditory and visual perception of initial consonant sound *j*. *Jerry, Jip, jump!* (Proceed as in Unit 58.)

Supplementary Activities

1. *Preprimer Workbook*, pages 35-36.
2. **Textfilm.** If a projector is available, use Frames 10 (see page 441) and 34 (see page 442) on the Textfilm for *Under the Sky*.

UNIT 62

Under the Sky (pages 57-60)

Materials Needed

Word Card: wants

Procedure

Reading from *Under the Sky*. This is the day when the screens come down. The autumn season must be about over. Then comes _____. Turn quickly to page 57.

Page 57. What tool does Father use in his work? Is Jerry of any help? How can you tell? Jip certainly *wants* to get out. (Hold up word card *wants*.) What little word do you see in the big word? What do you expect to happen in the next picture? Who will read the title?

Pages 58-60. (Have pages read in usual way.)

Page 61. Take one good look at the next page. Then suppose we save this picture until the next time we read.

(Choose three boys who need practice in reading page units to reread the story "Jip and Jerry.")

Developing ability to see basic words in derived forms. Suppose we make some words grow. (Write *store* on the board and have the word read. Add *s* and have the plural form read. Continue with plural forms of nouns and *s* forms of verbs.)

Reviewing initial consonant sound *d, j, c, b, r, ch, h, l, p, t, m*. Turn quickly to page 57 and let's go hunting. I see something which begins like *look* (ladder). (Continue as in previous units.)

Supplementary Activities

1. *Preprimer Workbook*, pages 37-38.
2. **Textfilm.** If a projector is available, use Frame 36 on the Textfilm for *Under the Sky*. (See page 442.)

UNIT 63

Under the Sky (pages 61-64)

Materials Needed

Pocket Card Holder

Phrase Cards

something good

something you like

Procedure

Motivated review. Today the title of the story will help us to understand the picture. We are going to read about—(Put *something good* and then *something you like* in the card holder.) Turn quickly to page 61. Read the title first. Then look at the picture.

Reading from *Under the Sky* (pages 61-64.) (Have pages read in usual way.)

Page 65. I wonder if anyone can read the title of the new story. I see some of those new toys. Alice and Jerry must like them very much. You take only the toys you like best when you go for a day's fun at the lake.

(Have the story "Something Good" reread in the usual way.)

Activities for developing sight vocabulary. Father had a pocketful of surprises. I have a handful of words. Can you read them as fast as Alice and Jerry emptied Father's pockets? (Use the cards for all words from vocabulary of *Under the Sky* that have been introduced so far.)

Integrating auditory and visual perception of initial consonant sound *j*. Do you remember how the word *jump* begins? (Proceed as in Unit 59.)

Supplementary Activities

1. *Preprimer Workbook*, pages 39-40.
2. **Textfilm.** If a projector is available, use Frames 37-38 on the Textfilm for *Under the Sky*. (See pages 442-43.)

UNIT 64

Under the Sky (pages 65-69)

Materials Needed

Pocket Card Holder

Word Cards

airplane	it	puppy
airplanes	kitten	something
boat	kittens	store
boats	May	train
Father	Mother	trains

Phrase Cards

Can you	It is
I like	It likes
I see	It wants
It can	You like

Procedure

Vocabulary introduction, *it*. Can you guess my riddle? I see something. *It* is red. *It* is white. *It* is blue. *It* is here in this room. What is *it*? A flag of course! Now listen while I say the riddle again. There is one word I use again and again. I call it my riddle word. Can you hear *it*? (Say the riddle again, emphasizing *it*.) Yes, the riddle word is *it*, and this is the way *it* looks. (Put *it* in the card holder.) Watch how *it* begins. (Trace the *i*, reverse card, and trace *I*.)

Today the children in our story are asking riddles. So don't forget the riddle word. (Hold up *it*.)

Reading from *Under the Sky* (page 65.) What new toys has Alice brought with her? What old one? Do you see any of Jerry's new toys? The title sounds like the beginning of a riddle to me. Who will read it?

Page 66. What does Alice see? How did it get there? Is it one of Jerry's new airplanes? How do you know that it isn't?

What does Alice say as she points? Read the first two sentences and find out. The next sentence begins like this—(Hold up *It is*.) The one who can read this card may read the sentence. The next sentence begins like this—(Hold up *It can*.) Who can read the card and the sentence? The one who wants to read the next sentence must tell how it begins. (Hold up *You like*.) I know Alice asks a question in the next sentence. Can you find the question mark? She begins her question like this—(Hold up *Can you*.) Who will finish the page?

Pages 67-69. (Have pages read in usual way.)

Activities for developing sight vocabulary. Here is another handful of cards with which to have fun. (Use all cards listed under Materials Needed, and repeat procedure from previous unit.)

Developing ability to hear initial consonant sound *s*. *Sally, Sam, say, some, surprise!* What do your ears tell you about these words? (Continue in usual way.)

Integrating auditory and visual perception of initial consonant sound *j*. (Proceed as in Unit 60.)

Supplementary Activity

Vocabulary Preprimer Workbook, pages 38-39.

UNIT 65

Under the Sky (pages 70-71)

Materials Needed

Word Card: It

Procedure

Motivated review. I have a good riddle. I am thinking of something. You like *it* very much. I like *it* very much. *It* is about a boy, two girls, and two puppies. *It* has a red cover and many pages. We finish *it* today. What is *it*? Our book, of course! And the riddle word is—(Put *It* in the card holder.)

Reading from *Under the Sky* (pages 70-71). (Have pages read in usual way.)

(Have "I See Something" reread in the usual way.)

Developing accurate recognition of confusing words. Alice and Jerry are always together. They are partners. May and little puppy are partners, too. Do you know your partner words? (Write *one-on, me-my, is-in, go-good, look-like, to-two*, and use the usual procedure.)

Reviewing initial consonant sounds *d, j, c, b, r, h, ch, l, p, t, m*. Turn quickly to page 65. I will ask you some riddles. I see something which begins like *ladder*! What is it? (lake) (Continue in similar manner.)

Supplementary Activities

1. **Preprimer Workbook**, pages 41-44.
2. **Textfilm.** If a projector is available, use Frames 39-41 on the Textfilm for *Under the Sky*. (See page 443.)
3. **Test.** Give the informal test on page 45 of the *Preprimer Workbook* before beginning the next preprimer, *Open the Door*. When the test is over, read and correct errors with the children. If unit plans have been followed consistently, seven items out of the ten should be marked correctly. If scores are lower than this, CHECK YOUR TEACHING WITH THE UNIT PLANS. It is suggested at this point that each child be tested individually to see how many of the forty-six words in the vocabulary of *Skip Along* and *Under the Sky* he can recognize automatically.

III. UNIT PLANS FOR THE THIRD PREPRIMER

OPEN THE DOOR

UNIT 66

Open the Door (pages 2-10)

Materials Needed

Phrase Cards

Come here	Here I come	Look here
Here comes	I can ride	You can ride

If a projector is available, use the Textfilm for *Open the Door*, Frames 1-5, before beginning the book. (See page 444 for directions.)

Procedure

Motivated introduction. A new book in a blue cover, and its title is *Open the Door!* (Run your hand under the title as you say the words.) What do all the children on the cover seem to be doing? When we open the cover of a book, it is like opening a door, isn't it? Suppose we open the door to find out what Alice and Jerry are doing on the next page.

Title page. Alice and Jerry are inviting us in. How do I know? Up here (indicate title) I see the title again. Who will read it? I wonder what will be the first thing to happen. Turn quickly to page 2 and find out.

Reading from *Open the Door*. Pages 2-3. (Have children decide what is happening in the picture. Identify the stream as a brook or creek, and the season as summer.)

Page 4. What is the next thing that happens? Is May's bicycle new? How can you tell? Did you find out how Alice got across the brook? (Identify the bridge as a *log* bridge and direct attention to the railing.)

The one who can read this phrase (hold up *Come here*) may read the page and call Alice and Jerry just as May does.

Page 5. Alice and Jerry are as excited as May. How can I

tell? The one who can read these two cards (hold up *Here I come* and *Here comes*) can read the page.

What will happen next? Turn quickly and see.

Page 6. Whoever can read this card (hold up *Look here*) may read the page and show off the bicycle just as May is doing.

Page 7. What happens next? Why does May keep her foot on the rock? You won't need help to read this page. Who is ready? What will happen next? Turn quickly and see.

Page 8. Away goes May! The one who can read this card (hold up *I can ride*) may read the whole page.

Page 9. Has Jerry been on a bicycle before? What makes you think so? The one who can read this card (hold up *You can ride*) may read the first three sentences. Who will finish the page and tell what May said to Alice? What will happen next?

Page 10. Was our guess right? Poor Alice! What a tumble! Has she been on a bicycle before? I think I know what Jerry and May will do when she gets up from her tumble. Do you?

This page tells what May said before the tumble. What does she say in the first three sentences? In the last two?

Page 11. Where are Alice and Jerry going now? (Allow a few minutes for recounting circus experiences.) Won't it be fun to go to the circus the next time we read? I know three friends I will see there because I can read the title. Can you?

(Choose the girl who is the best reader and see if she can read the entire bicycle story.)

Developing ability to hear initial consonant sound s. What *season* or time of year was it in our story? *Summer-season*. What did you discover? May wanted Alice and Jerry to *see* her bicycle. She sat high up on the *seat*. What other words did I use which begin like *summer*? (Add the words *see* and *something* to the Sound Chart in the usual way. If a projector is available, use Frame 12 on the Textfilm for *Under the Sky*; see page 441.)

Integrating auditory and visual perception of the initial consonant sound c. (Proceed as in Unit 58.)

Supplementary Activities

1. *Preprimer Workbook*, pages 46-47.
2. **Textfilm.** If a projector is available, use Frames 6-7 on the Textfilm for *Open the Door*. (See page 444.)

UNIT 67

Open the Door (pages 11-13)

Materials Needed

Sentence Card: Come here and see

Procedure

Developing ability to recognize picture details; reviewing initial consonant sounds *b, c, ch, d, h, j, l, m, p, r, s, t*. Turn quickly to page 11. You need sharp eyes to see all there is to see in this picture. I see someone whose name begins like *clap*. (Continue to suggest words which will call attention to the clown's hat, mouth, paper; to the tents, rope, door, sky, baby, lady, children.)

Now read the title. Would Mother let the children go alone? Whom do you expect to see in the next picture?

Reading from *Open the Door* (page 12.) Were we right about Mother? How has Alice spent her pennies? What kind of weather is it on circus day? Then how do you explain the big umbrella? The one who can read this card (hold up *Come here and see*) may read and tell us what Alice says as she pulls Mother along.

Page 13. What has happened since the last picture? What is the name of the animal in the picture? The first one to find the sentence with the picture of the donkey may read it. How is the donkey decorated for the circus?

The donkey is pulling a little cart. The first one to find the sentence with the picture of the cart may read it. Now look at the cart in the big picture. How is it decorated for the circus? Has the man who owns the cart any customers? Has he sold any rides? Who will be the next customer?

Now look at the man himself. Do you like his costume? Who will read the sentence with the picture of the man in it? Who will read the page?

Integrating auditory and visual perception of initial consonant c. (Proceed as in Unit 59.)

Supplementary Activities

1. *Preprimer Workbook*, pages 48-49.
2. Independent reading. If the preprimer *Happy Days* is available, have pupils read pages 2-7.

UNIT 68

Open the Door (pages 14-16)

Materials Needed

Pocket Card Holder	Phrase Cards		
Word Cards	a ride	Jerry wants	with me
a Play	Here comes	Jip wants	You may
	I want	Jump in	

Procedure

Vocabulary introduction. *a.* Before we begin to read, we need to look at a very little word. As soon as Mother saw the cart, Alice said, "I want a ride." (Build *I want a ride* in the card holder as you say the words. Have each child read.) How does the sentence begin? (Indicate *I want*) What does this word say? (Indicate *ride*) Listen for the new word as I read the sentence. Who can show me the new word? What does it say? There is another word *a* among the cards on this chair. Find it, read it, and then put it under the *a* in the sentence. Isn't *a* a little word? (Trace *a*; reverse and trace *A*.) Someone else wants a ride. (Substitute *Jerry wants* for *I want*; then *Jip wants* for *Jerry wants* and have each new sentence read.) Don't forget our new word. (Hold up *a*.) Now turn quickly to page 14.

Page 14. No ride as yet! But what has happened since the last picture?

Two sentences begin like this. (Hold up *I want*.) The first one to find them may read them. Three begin like this. (Hold up *Here comes*.) Now who is ready to read the page?

Page 15. And still no ride! But why is Jerry coming on the run? Where is the man and what is he doing? Why do we use a megaphone? What do you suppose he is calling? Can you find a second megaphone? What is that man calling?

Anyone who can read these two cards (hold up *Here comes* and *Jerry wants*) may read the first four sentences. The one who can read this card (hold up *You may*) can finish the page.

Page 16. The one who can read this card (hold up *Jump in*) may read the page. What will happen when the ride is over?

Page 17. More fun for Jerry! I am sure if you were around, Jerry would say—(Build *Play with me* in the card holder and have

sentence read.) This is just what the title says. Who will read it? Why does *me* begin with a capital letter?

(Have the story "Alice, Jerry, and Jip" reread in the usual way.)

Developing accurate recognition of confusing words. Do you still remember our partner words? (Write *on-one, is-in, me-my*, etc., on the board and proceed in usual manner.) Today we have two more partner words. Sometimes we say, "I want a kitten." (Write the sentence on the board.) Sometimes we say, "I want the kitten." (Write second sentence under first.) *A* and *the* are partner words. (Write *a*; then erase quickly. Have some child tell what was written. Repeat with *the*.)

Integrating auditory and visual perception of the initial consonant sounds *d, j, c*. (Proceed as in Unit 60.)

Supplementary Activities

1. Vocabulary *Preprimer Workbook*, page 40.
2. Textfilm. If a projector is available, use Frames 8-9 on the Textfilm for *Open the Door*. (See page 444.)

UNIT 69

Open the Door (pages 17-19)

Materials Needed

Pocket Card Holder	Phrase Cards	
Word Cards	Come here	Play with me
Jip	Here I come	said Jerry
ran	Jip ran	said May
said	Mother wants me	to Jerry

Procedure

Vocabulary introduction. *ran, said.* This is the day when Jerry plays football. But before we hear about that, we need to look at a very important word. The word is *said*. (Put *said* in the card holder.) *Said* begins like *see*. (Trace the *s*.) *Said* tells who is talking in sentences. Who is talking in this sentence? (Build *Come here said Jerry* and have sentence read.) This phrase (indicate *Come here*) tells what is said. This phrase (indicate *said Jerry*) tells who is talking. (Repeat procedure with *Here I come said May, Play with me said Jerry, Mother wants me said May*.)

One morning Jerry saw Jip. (Build *Come here Jip said Jerry*.) So Jip did this. (Put *Jip ran* in the card holder.) I am sure you can get the new word. It begins like *ride*. (Trace the *r* in *ran*.) Jip came as fast as he could. Jip r____. (Have pupils suggest *ran*.) Who will show how Jip went? (Have some child imitate the action.) Now tell where Jip ran. (Add the phrase *to Jerry*.)

Activities for developing sight vocabulary. (Have only the cards *said* and *ran* in the card holder.) Show me the card which begins like *see*. What does it say? The one which begins like *ride*! What does it say? The one we use to show who is talking! The one which tells that we hurry!

Reading from *Open the Door*. Turn quickly to page 17. The first one to find it, may read the title. With whom will Jerry play? Turn quickly and see.

Page 18. What has happened since the last picture? What is Jerry saying to May? Why doesn't he ask Alice to play?

I know Jerry talks in the first sentence because I see this phrase. (Hold up *said Jerry* and have it read.) Who will read the first two sentences and tell what he said?

I know May talks in the next sentence because I see this phrase. (Hold up *said May*.) Now read two sentences to find out what May tells Jerry to do. The next sentence tells why May can't play football. Read and find out why. In the last two sentences May starts for home. What does she say?

In how many sentences does Jerry talk? Read again what he says. In how many does May talk? Read what she says.

Page 19. Find out who talks in the first two sentences. How do you know? What does he say? Who talks in the next four sentences? Read to find out why Alice can't play football.

No one talks in the last sentence. It tells what Alice did when Mother called. The one who can read this word (hold up *ran*) may read the sentence. What will happen next?

Poor Jerry! I hope he finds someone to play with him.

Developing accurate recognition of confusing words. (Write pairs of sentences on the board; for example, *I want a kitten, I want the puppy; Here is May, Jump in and ride; I see one boat, Come on and ride; Come to me, See my train*. Have each pair read and have pupils draw a line under the partner words.)

Developing ability to hear initial consonant sound *f*. *Father-*

football! What did you discover? (Continue to suggest words, and have pupils suggest words of their own which begin like *Father*.)

Supplementary Activities

1. Vocabulary *Preprimer Workbook*, pages 41-42.
2. Independent reading. If the preprimer *Happy Days* is available, have pupils read pages 8-11.

UNIT 70

Open the Door (pages 20-22)

Materials Needed

Pocket Card Holder

Word Cards

at	not
go	play
look	ran
looked	said

Phrase Cards

at Alice	I like
at Jerry	Jip looked
Here is	with Alice
I can	with May
I can not	You like

Procedure

Vocabulary introduction. *not, looked, at.* When Jerry saw May he said—(Build *I can play with May* in the card holder and have it read.) But when May ran home he said, “I can n_____.” (Substitute *I can not* for *I can*, have the children suggest the word *not*, and have the sentence read.) Good for you! When Jerry *can* do something he says—(Hold up *I can*.) When he cannot, he says—(Hold up *I can not*.) Who can find the word *not* on this card? (Return *I can not* to its place in the sentence. Give some child the word card *not*; have him read it and match it with the word *not* in the sentence.) Watch how *not* begins. (Trace the *n*.) When May was gone, Jerry looked at Alice. He said—(Build *I can play with Alice*.) When Alice also ran away, he said—(Substitute *I can not* for *I can*.) Don’t forget the new word. (Hold up *not*.)

When Alice was gone, Jip looked at Jerry. (Build *Jip looked at Jerry* in the card holder. Have the sentence read several times.) Who can show me the word *looked*? Who can find it among the cards on this chair, read it, and match it with the word *looked* in the sentence? I see a little word inside this big word. (Hold up

the word *looked* and cover the *ed*.) What does the little word say? the big one?

When I look, I always look *at* something. Suppose you look *at* the ceiling. *At* the floor! *At* the window! Now read again what Jip did. Who can find the word *at*? There is another word *at* among the cards on this chair. (Repeat usual procedure.) Jip looked at someone besides Jerry. (Substitute *at Alice* for *at Jerry* and have the new sentence read.) Don't forget. When you look, you look— (Hold up *at*.)

Activities for developing sight vocabulary. (Remove all cards from card holder. Put in the following cards, one at a time, to form a word ladder: *I can, I can not, not, look, looked, at, ran, said*.)

Now turn quickly to page 20.

Reading from *Open the Door* (page 20). What has happened since the last picture? Why is Jip running so fast? Who talks in the first two sentences? How do you know? What does he say?

Jip can't talk. But what does he do? Read two sentences and find out. The one who can read this card (hold up *ran*) may finish the page.

Page 21. Is there any hope for Jerry now? Who talks in the first sentence? What does he say? The one who can read this card (hold up *I can not*) may read the next three sentences. I see a sentence which begins like this. (Hold up *I can*.) The one who finds it may finish the page.

What happens in the next picture? Turn quickly and see.

Page 22. Was your guess correct? Why can't we see Father? Is Jerry a good player? How do you know? Who can find and read the sentence which begins like this? (Hold up *Here is*.) The one which begins like this! (Hold up *You like*.) The one which begins like this! (Hold up *I like*.) The one which tells Father to —(Hold up *Go*.) Who talks on this page? Who will read all that Jerry says?

Page 23. Where will we go in the next story? What is another name for this store? What would you buy if you went there? I see so many *brown* things in this picture:—the store, the tree, the chocolate cake, the roof of the house, the man's shoes. And right in the title of the story I can find the word *brown*. It begins with a capital letter. Can you find *brown*? Can someone read the title?

(Have "Play with Me" reread by pages in the usual manner.)

Developing ability to recognize basic words in derived forms.

This morning we found a little word in this big word. (Write *looked* on the board.) What is the big word? (Draw a line under *look* in *looked*.) What is the little word? (Repeat procedure with *comes*, *wants*, *likes*, *plays*, *jumps*, etc.)

Integrating auditory and visual perception of initial consonant sound *b*. *Big-boat!* (Proceed as in Unit 58.)

Supplementary Activities

1. **Vocabulary** *Preprimer Workbook*, page 43.
2. **Independent reading.** *Preprimer Happy Days*, pages 12-13.

UNIT 7I

(To follow pages 17-22, *Open the Door*)

Use this unit to measure growth in sight vocabulary and pupil ability to use vocabulary in new context setting. If a projector is available, Frames 10-12 on the Textfilm for *Open the Door* may be used instead of this unit; see page 444.

Materials Needed

Pocket Card Holder

Word Cards

a	not
at	ran
looked	said

Phrase Cards

a ride	I can not
at Alice	Jip looked
at Jerry	said Jerry
I can	to ride

Procedure

Motivated review. How quickly can you climb up and down these word ladders? (Have the phrases, listed above, in one column in the card holder; the words in another.)

Applying known vocabulary in new context. (Have the following story written on the board in manuscript writing. Suggest that May's kitten wanders away to Alice's door. Have story read in usual way.)

A Little Kitten

"Look, Mother," said Alice.

"Here is a kitten.

It is not my kitten."

Alice looked at the kitten.

"Come, little kitten," said Alice.

"May wants you."

Alice ran to see May.

"Look, May," said Alice.

May looked at the kitten.

"It is my kitten," said May.

"Come here, little kitten."

Activities for developing sight vocabulary. "*Watch me go*": (Write the following words one at a time on the board: *and, can, come, down, go, here, I, jump, look, my, one, ride, see, the, three, two, up*. Erase each word as quickly as written and have some child tell what was written.)

Developing ability to hear initial consonant sound f. (Review all words from previous units. Add the word *father* to the Sound Chart in the usual manner. If a projector is available, use Frame 14 on the Textfilm for *Under the Sky*; see page 441.)

Integrating auditory and visual perception of initial consonant sound b. (Proceed as in Unit 59.)

Supplementary Activities

1. *Preprimer Workbook*, pages 50-51.
2. Independent reading. *Preprimer Happy Days*, pages 14-17.

UNIT 72

Introduction to pages 23-25, *Open the Door*

Materials Needed

Pocket Card Holder

Word Cards

Brown saw

have Store

Little walked

Phrase Cards

Alice saw I have

at the store I saw

Come in In walked Alice

Procedure

Motivated review. Today we go to the store. So many things in the picture were this color. (Put *Brown* in the card holder and have the card read.) The title of our story was—(Build *Little Brown Store*.)

Vocabulary introduction. *have, saw, walked.* (Have a small pocketbook and a dime ready for use.) *I have* a pocketbook (or purse). (Hold up the pocketbook as you say the words.) *I have* a dime. (Hold up the dime. Take a moment or two to talk about the value of a dime.) It will buy as much as two nickels or ten pennies. Another name for the dime is ten cents. (Decide with the children that in the story it is to be called a dime. Have two nickels and ten pennies to emphasize the value idea.)

One day Alice had a pocketbook and a dime, and she ran to show them to Mother. She began her sentence just as I did. She said, "I have—." (Put *I have* in the card holder.) Who will show me the new word *have*? *Have* begins like *here*. Who will find the word *have* among the cards on this chair? (Repeat usual procedure.) I hope you will remember this sentence beginning (hold up *I have*) and this word (hold up *have*.)

Suppose we take one quick look around the room. What did you see, Jack? (Be sure Jack begins his sentence with *I saw*. Repeat procedure with several other children). Each of you began your sentence this way, "I saw—." (Put *I saw* in the card holder as you say the words.) Jerry looked into the store window. When he told Mother about it, he said—(Have *I saw* read.) When he told what Alice saw, he said—(Add *Alice saw*.) Who will find the word *saw* two times? Who will find it among the cards on this chair? (Repeat usual procedure.) *Saw* begins like *something*.

Storekeepers never like to have children run into their stores. So when Alice and Jerry went into the store, they w——. (Have children suggest *walked*; then add the word *walked* to the card holder.) Show me how Alice and Jerry went into the store. (Have two children illustrate.)

The storekeeper saw the children at the door. So she said—(Add *Come in*.) Then this is what happened: (Add *In walked Alice*. If *In* causes trouble, call attention to the word *in* in the phrase

Come in.) I am sure Alice and Jerry got something—(Add *at the store.*)

(Leave title and the phrase cards in holder.) If I wanted to tell you about my pocketbook, how would I begin my sentence? Bring me the card that tells. If I looked out the window and wanted to tell what was there, how would I begin my sentence? Find the title of the new story and read it. What the storekeeper said to the children! What Alice did as soon as she heard her say, “Come in.” The card which tells where you buy things! Who will read the last card?

Developing the habit of left-to-right word scanning. I want to write the name of a color. (Write r_____ on the board, wait until children suggest *red*, and then complete word. Then write bl_____ for *blue*, br_____ for *brown*.)

Supplementary Activities

1. Vocabulary *Preprimer Workbook*, pages 44-45.
2. Independent reading. Preprimer *Happy Days*, pages 18-21.

UNIT 73

Open the Door (pages 23-25)

Materials Needed

Pocket Card Holder

Word Cards

And Little

Brown Store

Phrase Cards

Alice saw I want

Come in In walked Alice

Here is May I go

I have You may go

I saw

Procedure

Motivated review. Today we go to the—(Put *Store* in the card holder and have word read.) The store is—(Add *Little*.) It is also—(Add *Brown*.) When I have something in my hand, I begin my sentence like this. (Add *I have*.) When I tell about something I looked at, I begin by saying—(Add *I saw*.) If I tell about something Alice looked at, I say—(Add *Alice saw*.) When I ask Mother if I may go to the store, I say—(Add *May I go*.) Generally she says—(Add *You may go*.) One day the storekeeper said—(Add

Come in.) When Alice heard her, this is what she did. (Add *In walked Alice.*) Alice saw what she wanted. So she said—(Add *Here is*) what—(Add *I want.*) Don't let the joining word trouble you when it begins with a capital letter. What does it say? (Add *And.*)

Reading from *Open the Door*. Now turn quickly to page 23. The first one to find it may read the title.

Page 24. The minute I look at this picture I know what day it is. The name of the day begins like *Mother*.

Who talks in the first sentence? How do you know? What does she say? The next two sentences begin alike. It takes two words to begin each sentence. The one who can tell me how each sentence begins, may read.

It takes two words to begin the next sentence also. Tell how the sentence begins; then read the sentence. Alice asks Mother if she may go to the store in the next sentence. Do you see the question mark? What does she say? Someone is going with her. Read the next sentence to find out who it is. Who talks in the last sentence? What does she say?

Page 25. The one who can read this card (hold up *Alice saw*) may read the first sentence. Who talks in the next two sentences? What does she say? What happened when Alice opened the door? Read the last two sentences and find out.

Activities for developing a sight vocabulary of sentence beginnings. I know how to skate. I want to tell you about it. Help me to get my sentence started. (Write *I can* on the board and have some child read; then complete sentence by writing *skate.*) I bought a new dress. Help me to get this sentence started. (Write *I have*. Continue with *I like*, *I saw*.)

Developing ability in left-to-right word scanning. I will start some words. If you can tell me the word I start to write, I will finish the word for you. (Write st_____ for *store*, F_____ for *Father*, Mo_____ for *Mother*, Ma_____ for *May*, etc.)

Integrating auditory and visual perception of initial consonant sound b. (Proceed as in Unit 60.)

Supplementary Activities

1. Vocabulary *Preprimer Workbook*, pages 46-47.
2. Independent reading. *Preprimer Happy Days*, pages 22-25.

UNIT 74

Open the Door (pages 26-28)

Materials Needed

Pocket Card Holder

Phrase Cards

Word Cards

looked
morning
walked

Alice saw	I have
at the store	I want
Good good	something brown
Good morning	something good
Here is	You can have one
I can have one	

Procedure

Motivated review. I am sure—*Alice saw something brown and something good at the store.* (Add the cards for the italicized phrases, one at a time, to the card holder. Continue in the same way for italicized words and phrases in rest of paragraph.) She *walked* around and *looked*. When she saw what she wanted she said, "*Here is what I want.*" She showed her pocketbook to the storekeeper and said, "*I have a dime.*" If she saw two things she could get, she might say to Jerry, "*You can have one I can have one.*" Then I am sure Jerry said, "*Good good.*"

Vocabulary introduction. *morning.* (Put *morning* in the card holder.) This word tells the time of day that Alice went to the store. It begins like *mother*. Alice went in the m_____. (Let children suggest *morning*.) What a long word *morning* is! Watch how it begins. (Repeat usual procedure.)

Alice did not know the storekeeper very well. So she did not say, "Hello." She said—(Add *Good morning* and have card read several times.) Now turn quickly to page 26.

Reading from *Open the Door*. Page 26. I am sure I would like this storekeeper. Why? I think I know her name, too. Over here on the sign it says Miss Brown. (Indicate sign; then read the names of the kinds of ice-cream sold.) I wonder if Alice will buy two ice-cream cones.

Who talks in the first sentence? How do you know? What does he say? Who talks in the next sentence? What does she

say? I see two sentences which begin like this (hold up *I have*). Who will read them? Who will read the one which begins like this? (Hold up *I want*.)

When Alice was through talking, what did she do? What did she see? (Finish the page.)

Page 27. What has happened since the last picture? Have you discovered what the something brown was? (Take a few minutes to discuss candy apples.) I wonder if Alice has her eye on those apples. Will she buy them? Read four sentences and find out.

If Alice gets two apples, how much did each one cost?

What does Jerry say when he hears that Alice will get two apples? I am sure you can finish the page and find out.

Page 28. What has happened since the last picture? Of course when you are eating candy apples, you can't run and eat, too. How did Alice and Jerry go home? Read the first two sentences and find out.

Who talks in the third sentence? Read what he says. Read the next two sentences to find out what Jerry tells Jip to do. Whoever can read this card may finish the page. (Hold up *Here is*.)

Page 29. Here are Alice, Jerry, and May up on a hilltop all ready for some fun. If you can count the children, you can read the title. Who is ready?

(Have the story "Little Brown Store" reread by page units.)

Activities for developing a sight vocabulary of sentence beginnings. I will start a sentence for each of you. Read the sentence beginning; then finish the sentence. (Write on the board, one at a time, the following sentence beginnings: *I can, I can not, I like, I have, I saw, I want, I play*.)

Developing ability to hear initial consonant sound g. *Girl, good, get!* Say these words softly and listen to the way they begin. I am *going* to the farm to see some *geese* and *goslings*. (Continue in the usual way.)

Supplementary Activities

1. **Vocabulary Preprimer Workbook**, page 48.
2. **Independent reading.** Preprimer *Happy Days*, pages 26-27.

UNIT 75

(To follow pages 23-28, *Open the Door*)

Use this unit to measure growth in sight vocabulary and pupil ability to use vocabulary in new context. If a projector is available, Frames 13-15 on the Textfilm for *Open the Door* may be used instead of this unit; see page 444.

Materials Needed

Pocket Card Holder

Word Cards

big	it	play	with
blue	like	red	you
good	little	something	
in	me	to	
is	on	want	

Phrase Cards

I can	I saw
I can not	I walked
I have	I want
I like	said Jerry

Procedure

Activities for developing sight vocabulary. (Use all the cards listed under Materials Needed. Put one card at a time in the card holder. Call upon some child to read and take the card. When the race is over, who will have the most cards?)

Applying known vocabulary in new context. (Have the following story written on the board.)

One Morning

"Look here, Mother," said Alice.

Mother looked up.

Mother walked up to Alice.

Mother saw a little brown puppy.

Alice looked at the puppy.

"I have a puppy," said Alice.

"Jip is my puppy.

I can not have you.

Go on, little puppy, go on."

Little Puppy ran and ran.

The title of our story tells the time of day when the story happened. (Suggest that one morning Alice found a little stray

pup at the door. Have story read sentence by sentence in the usual way.)

Developing accurate recognition of confusing words. I hope you have not forgotten our partner words. I will write a pair of words for each of you. (Write *a-the*, *on-one*, *is-in*, *me-my*, *go-good*, *see-saw*, etc.)

Integrating auditory and visual perception of initial consonant r. (Proceed as in Unit 58.)

Supplementary Activities

1. *Preprimer Workbook*, pages 52-53.
2. **Independent reading.** *Preprimer Happy Days*, pages 28-31. Give help on word *home* on page 31.

UNIT 76

Open the Door (pages 29-32)

Materials Needed

Pocket Card Holder	Phrase Cards	
Word Card	a big airplane	like a boat
like	Come on and play	like a train
	I can go	You can go

Procedure

Vocabulary introduction. I know a boy who likes to pretend that he is an airplane. Then he says to me—(Build *I can go like a big airplane* in the card holder.) Can you show me how he would pretend to be an airplane? (Have some child illustrate.) Another time he says—(Substitute *like a boat* for *like a big airplane*. Have some child illustrate the action. Proceed in the same manner with the sentence *I can go like a train*.) If anyone else comes around, this boy is sure to say—(Substitute *You can go* for *I can go* and repeat procedure.) Then he is sure to say—(Add *Come on and play*.)

Reading from *Open the Door* (page 29). Turn quickly to page 29. The first one to find it, may count and read the title.

Page 30. I think Jerry is playing make-believe. What do you think he is? Let's read and see if we are right.

The first sentence tells the time. It also tells what Jerry saw. Who is ready to read? (Have the rest of the page read in the usual manner.)

Page 31. What is Alice pretending to be?

The first sentence tells me that Alice did just what she is doing in the picture. Read and see if it does. What does Alice say in the next sentence? (Have rest of page read in two-line units.)

Page 32. What is May pretending to be?

May likes all boats, but there is one kind she likes best of all. Read the first two sentences and find out. (Have the rest of the page read in three-line units.)

Page 33. Here are the children down by the brook. I don't believe Jerry knows how to get that boat back to land because the title says, "What can I do?"

(Have the story "One, Two, Three" reread in usual way.)

Developing ability to hear initial consonant sound g. In my front yard there is *green grass growing* from the *ground*. How many words did I use which begin like *girl*? (Add the words *go* and *good* to the Sound Chart. Use Frame 16 on the Textfilm for *Under the Sky*; see page 441.)

Integrating auditory and visual perception of initial consonant sound r. (Proceed as in Unit 59.)

Supplementary Activities

1. *Preprimer Workbook*, pages 54-55.
2. **Textfilm.** If a projector is available, use Frames 16-18 on the Textfilm for *Open the Door*. (See page 445.)

UNIT 77

Introduction to pages 33-38, *Open the Door*

Materials Needed

Pocket Card Holder

Word Cards

And something two
do to What
It too

Phrase and Sentence Cards

I can One two three
Look at me What can I do
One two you can

Procedure

Vocabulary introduction. *what, do, too.* You remember the riddle word. (Hold up *It* and have card read.) Today we have a word which I call the question word. (Put *What* in the card holder, but do not read the word.) I will ask each of you a question. I will begin each question with this word. See if you can find out what it says. (Ask each child a simple question such as, "What is your brother's name?" Run your hand under the word *What* each time you say the word.) Were you smart enough to find out the question word? *What*, of course. Watch how *What* begins.

One day Alice was tired of playing. So she used the question word and said to Mother—(Put *What can I do* in the card holder but do not read the card.) I am sure someone can read the first three words. (Have some child read *What can I*.) I am sure you can get this new word all by yourselves. (Indicate *do*.) It begins like *down*. Alice said, "What can I d_____." (Wait for some child to suggest *do*.) Good for you! Who will find *do* among the cards on this chair? (Proceed in the usual way.) I hope you will remember this word. (Hold up *do* and have it read.) If you should forget what it says, just read the question Alice asked of Mother. (Have *What can I do* reread.)

You know this word. (Put *two* in the card holder.) And this one! (Add *to*.) But you didn't know that there is a third word which says *too*. Here it is. (Add *too*.) (Remove cards.)

You remember that Alice liked to make up jingles. Today her jingle starts like this. (Build *One two What can I do*, in the holder and have jingle read and reread until children feel the rhythm.) The rest of the jingle says—(Build *I can do something And you can too* and repeat procedure.) Isn't it fun to read jingles? Which words rhyme?

Alice makes up another little short jingle. Here it is. (Build *One two three Look at me*.)

Developing ability to hear rhyming words. When I think of rubbers and an umbrella, I think of a word which rhymes with *train*. When I get ready to go outside, I think of something which rhymes with *boat*. When I say "Merry Christmas," I think of a word which rhymes with *Jerry*. (Continue with several other rhymes. Let children suggest words which rhyme.)

Integrating auditory and visual perception of initial consonant sound *r*. (Proceed as in Unit 60.)

Supplementary Activities

1. Vocabulary *Preprimer Workbook*, page 49.
2. Independent reading. *Preprimer Happy Days*. Have pupils reread the whole book in preparation for taking it home to read to Mother.

UNIT 78

Open the Door (pages 33-38)

Materials Needed

Pocket Card Holder

Word Cards

And something

do too

She What

Phrase and Sentence Cards

I can

One two three

Look at me

What can I do

One two

you can

Procedure

Motivated review. (Have the two jingles from the previous unit built up in the card holder. Have them reread several times. Then use *What, do, too* as flash cards.)

Vocabulary introduction. *she*. Mother said, "Where is Alice? *She* is not here." (Put *She* in the card holder.) Mother meant *Alice* when she said, "*She*." But she used the word *she* instead of Alice's name. Jerry came home from school. He said, "Where is Mother? *She* is not home." Jerry used *she* instead of saying Mother. We use *she* when we mean a girl or a woman. Watch how *she* begins. (Trace *Sh*; then *sh*.)

Reading from *Open the Door* (page 33). Jerry may be having some trouble. What seems to be the matter? Maybe Jerry is asking the question I see in the title. Who will read the title? Why is there a question mark at the end? How do you suppose Alice and May answer that question?

Page 34. What has happened since the last picture?

Alice wants May to see how brave she is. What does she say in the first sentence? The next four lines are one of our jingles.

Of course Alice doesn't want to cross the brook alone. Read the next two sentences to find out how I know.

When Alice and May got to the other side, they didn't hurry a bit. What did they do? Read and find out.

Page 35. What has happened since the last picture? Can you think of a reason why the girls walk instead of run? (Have the page read in the usual manner.)

Page 36. Oh, what fun! Is this what you expected Alice to do? Who is ready with the first sentence and the jingle? Who will finish the page?

Page 37. Now what has happened? The person who knows this word (write *wants*) may read the first three sentences.

In the next three sentences May starts downhill. She doesn't want to leave her puppy behind. What does she say?

The boy or girl who knows our new word (hold up *she*) may finish the page. What will happen next? Turn and see.

Page 38. Wading in the brook! What fun! Jerry wants the girls to hurry. What does he say? Read three sentences.

In the next four lines, Alice changes the jingle just a little. Read and find out how she changes it. The last two lines are a jingle, too. Who will read it?

Page 39. Where is Alice now? Have you an attic at your house? What is Alice about to do?

("What Can I Do?" should be reread in the usual way.)

Developing ability to hear initial consonant sound k. Do you remember the two kittens May had for pets? Say *kittens* softly and listen to the way it begins. Jerry made a *kite*. I heard another word which begins like *kittens*. He can *kick* the football. Did you hear another?

Supplementary Activity

Preprimer Workbook, pages 56-57.

UNIT 79

(To follow pages 33-38, *Open the Door*)

Use this unit to measure growth in sight vocabulary and pupil ability to apply vocabulary in new context. If a projector is avail-

able, Frames 19-21 on the Textfilm for *Open the Door* may be used instead of this unit; see page 445.

Materials Needed

Pocket Card Holder

Word Cards

a	brown	have	morning	ran	saw	too	what
at	do	looked	not	said	she	walked	

Procedure

Activities for developing sight vocabulary. (In the card holder have all the words that are listed under Materials Needed. Play "Send Me Away," by having each child read and take one card from the card holder.)

Applying known vocabulary in new context. (Have the following story written on the board, and read in the usual way.)

One Morning
May looked at Mother.
"What can I do?" she said.
"You like plays," said Mother.
"You can have a play."
"Good," said May.
"I want Alice in my play.
I want Brown Puppy, too."
May ran and she walked.
She walked and she ran.
She saw Alice and Jerry.
"Come on," said May.
"I want you in my play."

Integrating auditory and visual perception of initial consonant sound *h*. *Here-have!* (Proceed as in Unit 58.)

Supplementary Activity

Preprimer Workbook, pages 58-59.

UNIT 80

Open the Door (pages 39-44)

Materials Needed

Pocket Card Holder

Word Cards

Alice	Father	Jerry	She	Phrase and Sentence Cards
and	He	May	walked	I walked
did	It	Mother	What	What did I see

If a projector is available, use the Textfilm for *Open the Door*, Frames 22-25, before beginning this unit. (See page 445.)

Procedure

Motivated review. Our riddle word is—(Put card for *It* in the holder and have word read.) Our question word it—(Add *What*.) The word we use in place of a girl's or woman's name is—(Add *She*.)

Vocabulary introduction. *he, did.* If we were talking about a boy or a man, we would not say *she*. (Put *she* in the card holder.) What would we say? *He*, of course. (Put *He* in the card holder as you say the word.) *He* begins like *here* and *have*. (Trace the *H*; then *h*.) What word might I use in place of this name? (Hold up card for *Father* and have some child bring you the word *He*.) Don't forget these words. You will need them today. (Use *What*, *She*, *It*, and *He* as flash cards.)

Alice is having a fine time today. She is out for a walk, and every time she sees something, she says the same thing. She begins by saying—(Build *I walked and walked* in the card holder.) The she asks, "What did I see?" (Add *What did I see* to the card holder and have the two sentences read and reread.) Now suppose we look at Alice's question. Who can show us the new word *did*? *Did* begins like *do* and *down*. There is a word card *did* among the cards on this chair. (Repeat usual procedure.) Suppose we read once again what Alice said.

Developing ability to note picture detail. *Reviewing initial consonant sounds:* Turn quickly to page 39. What is this room

called? For what are attics used? I see something stored in this attic which begins like *tree* (trunk). (Suggest other words which will direct attention to spinning-wheel, teddy bear, etc.)

And now, why is Alice putting on that big shoe? Who will ask the question and read the title?

Reading from *Open the Door* (pages 40-44). (Take time for children to discuss and enjoy each article of Alice's costume. Have pages read silently; then orally.)

Page 45. Alice and Jerry are looking at something. Suppose we let them keep the secret until the next time we read.

(Have "What Did I See?" reread by page units.)

Developing accurate recognition of confusing words. Yesterday Alice asked this question. (Write *What can I do?* on the board.) Today her question was—(Write *What did I see?*) Who can show me the word *do* in the first question? The word *did* in the second question. *Do* and *did* are partner words. Which partner is this? If you don't know, read the question and find out. (Write *do*, and then *did*, again and again.)

Developing ability to hear initial consonant sound *k*. *Kitten, kite, kitchen!* Listen to the way these words begin. I *kept* my *key* in my pocket. What two words begin like *kitten*? Mother wants some *kindling* wood. I heard another. Did you?

Supplementary Activity

Vocabulary *Preprimer Workbook*, page 50-51.

UNIT 8I

(To follow pages 39-44, *Open the Door*)

Use this unit to measure growth in sight vocabulary and pupil ability to apply vocabulary in new context. If a projector is available, Frames 26-28 on the Textfilm for *Open the Door* may be used instead of this unit; see page 445.

Materials Needed

Pocket Card Holder

Word Cards

a	did	he	not	saw	walked
at	do	looked	ran	she	what
brown	have	morning	said	too	

Procedure

Activities for developing sight vocabulary. (In the card holder have the word cards that are listed above. Play "One, Two, Three! How Many for Me?" using children who need help in sight vocabulary.)

Applying known vocabulary in new context. (Have the following story written on the board to be read in the usual manner.)

Alice and Father

One morning Alice ran to Father.

"What can I do?" she said.

Father looked at Alice.

"Come with me," he said.

"You may have a ride."

Alice walked with Father.

"Look, Alice," he said.

What did Alice see?

She did not see a train.

She saw a big blue boat.

"Come on and ride," said Father.

"I want a ride, too."

Developing ability to hear rhyming words. What do you read which rhymes with *look*? I know a place with many stores which rhymes with *brown* (town). (Continue with other rhymes.)

Developing ability to hear initial consonant sound *k*. Mother is *kind* to me. What word begins like *kitten*? I saw a picture of a *king*. What other word begins like *kitten*? (Add the word *kitten* to the Sound Chart. Suggest definite pictures to fill out the row to avoid confusion with the sound *c*. Use Frame 18 on the Textfilm for *Under the Sky*; see page 441.)

Integrating auditory and visual perception of initial consonant sound *h*. (Proceed as in Unit 59.)

Supplementary Activity

Preprimer Workbook, pages 60-62.

UNIT 82

Open the Door (pages 45-47)

Materials Needed

Word Cards

a (2) caps
blue good
brown pretty
cap something (2)

Phrase Cards

Father walked	I want
He looked	Jerry wants
Here is	Mother looked
I do	Mother walked
I do not	She saw

Procedure

Vocabulary introduction. *pretty*. If we want to have a good time, we had better know these sentence beginnings. One morning—(Put *Mother walked* in the card holder.) As she walked, she thought—(Add *Jerry wants*.) Mother did this. (Add *Mother looked*.) When she looked—(Add *She saw*.) Don't you wish you knew what she saw? First she said—(Add *I do*.) Then she said—(Add *I do not*.) Then she said—(Add *I want*.) Finally she said—(Add *Here is*.)

Father was busy that morning, too. (Add *Father walked*.) He thought to himself—(Have *Jerry wants* reread.) So this is what he did. (Add *He looked*.) Then he said—(Have *I do*, *I do not*, *Here is*, and *I want* reread in succession.)

Women like *pretty things*. (Hold up the word card *pretty* as you say the word.) So Mother wanted—(Build a *pretty blue something* in the card holder and have the phrase read several times.) Father was looking for—(Build a *good brown something*.) And now turn quickly to page 46 and find out all by yourselves what that something was.

Giving practice in combining picture clues, initial consonant clues, and context clues in unlocking new words. One look at the picture and what do you think Jerry wants? Think how *cap*

begins. Who will be the first one to find the word *cap* in the story? Read the sentence in which you can find it. How many times can you find the word *cap*? The word *caps*? Now turn back to the title page.

Reading from *Open the Door* (page 45). What does this word say? (Put *cap* in the card holder.) And this one? (Add *caps*.) Who is ready with the title of our story? What do you think Jerry has in his hand?

Pages 46-47. (Have pages read silently, then orally, by paragraph units.)

Developing ability to see basic words in derived forms. It has been a long time since we made words grow. Suppose we start with this one. (Write *cap*; then change to *caps*. Continue with *look-looks-looked*, *store-stores*, etc.)

Integrating auditory and visual perception of initial consonant sound *h*. (Proceed as in Unit 60.)

Supplementary Activity

Vocabulary *Preprimer Workbook*, pages 52-53.

UNIT 83

Open the Door (pages 48-50)

Materials Needed

Word Cards

house

Phrase Cards

Come here

I want

You have

Here is

Jerry ran

You like

I have

Look here

You may have

I like

Mother saw

Procedure

Motivated review. Which cap does Jerry keep? Which cap goes back to the store? Before we can find out, we need to know these sentence beginnings. (Add the phrases listed above, one at a time, to the card holder to form a phrase ladder.)

Giving practice in combining picture clues, initial consonant clues, and context clues to unlock new words. Here is another

word you can work out all by yourselves. (Add *house* to the card holder.) It begins like—(Pause to give children time to suggest *here, he, have*, or some other word which begins with *h*.) Turn quickly to page 48 and look at the picture. Think where Jerry is. Now read the first sentence and get the new word all by yourselves. It says *house* of course.

Reading from *Open the Door* (page 48-50). (Have pages read silently, then orally, by paragraph units.)

Page 51. A helpful little girl and a little black kitten! Who will read the title? Where do you think that kitten came from? I am sure we will find out when we read again.

(Have the story of "The Two Caps" reread by page units.)

Extending the meaning of the word *What*. Sometimes we use our question word to ask a question. (Write *What can I do?* and *What did I see?* on the board, and have the questions read.) Sometimes we use *What* to show how surprised we are. One day Alice saw such a big boat. She said—(Write *What a big boat!*) Sometimes we use *What* to show how pleased we are. One day Jip brought the paper to Father. Father said—(*What a good puppy!*) Sometimes we use *What* to show how much we like something. You remember that Alice said—(Write *What a pretty cap!*) *What* is our question word, but we use it in other ways, too.

Developing ability to hear initial consonant sound *w*. Say *want, walked, with* softly and listen to the way they begin. Father *will* give me a *watch* someday. What other words begin like *want*? (Continue as in previous units.)

Supplementary Activity

Preprimer Workbook, pages 63-65.

UNIT 84

(To follow pages 45-50, *Open the Door*)

Use this unit to measure growth in sight vocabulary and pupil ability to apply vocabulary in new context. If a projector is available, Frames 29-31 of the Textfilm for *Open the Door* may be used in place of this unit; see pages 445-446.

Procedure

Activities for developing sight vocabulary. (Have all word cards from vocabulary of *Skip Along* in the card holder. Play "One, Two, Three. How Many for Me?")

Applying known vocabulary to new context. (Have the following story on the board to be read in the usual way.)

The Three Caps

One morning May saw Alice.

She saw Jerry, too.

"Come to my house," she said.

"What do you want?" said Alice.

"See what I have," said May.

"I have a pretty red cap.

I like red."

Alice looked at the cap.

"I have a blue cap," she said.

"I like blue."

Jerry looked at the red cap.

"Come to my house," he said.

"I have a good brown cap.

Come and see my cap."

Alice and Jerry and May ran and ran.

Integrating auditory and visual perception of initial consonant sound /. (Proceed as in Unit 58.)

Supplementary Activity

Preprimer Workbook, pages 66-68.

UNIT 85

Open the Door (pages 51-56)

Materials Needed

Phrase and Sentence Cards

Here it is	She saw	You can have
She did	What do you want	You want
She did not	with me	

Procedure

Activities for developing sight vocabulary. (Have word cards from vocabulary of *Under the Sky* arranged in columns in the card holder. How quickly can children climb the word ladders?)

Vocabulary introduction. (Add the cards for the italicized sentences and phrases to the card holder as you come to them, and have them read by children.) This is the day when Alice dried the dishes for Mother. When she looked up, *She saw* a little kitten. Alice knew that *She did* have a puppy. But *She did not* have a kitten. So she said *What do you want* *You want* something. Come *with me*. *You can have* something. *Here it is*. I wonder if Alice knew what the kitten wanted. Turn quickly to page 51 so that we can find out.

Reading from *Open the Door* (page 51). I don't believe Alice has spied the kitten yet. Do you? Who will read the title?

Pages 52-56. (Have pages read silently, then orally, by paragraph units.)

Page 57. Where are Alice and Jerry going now? It looks like a vacation to me. Suppose we wait until we read again to read the title and to talk about that picture.

(Have "The Little Kitten" reread by page units.)

Developing ability to hear initial consonant sound w. (Review all words which begin with *w* which have been used in previous units. Add *want*, *with*, *walked* to the Sound Chart. Use Frame 20 on the Textfilm for *Under the Sky*; see page 441.)

Integrating auditory and visual perception of initial consonant sound l. (Proceed as in Unit 59.)

Supplementary Activity

1. *Preprimer Workbook*, pages 69-71.
2. **Textfilm.** If a projector is available, use Frames 32-34 of the Textfilm for *Open the Door*. (See page 446.)

UNIT 86

Open the Door (pages 57-61)

Materials Needed

Pocket Card Holder

Phrase Cards

Word Cards

Mother walked

to the window

morning pretty

Procedure

Developing ability to recognize picture details. (Allow ample time for picture discussion.) This is the morning when Alice and Jerry start their vacation. We will have to look sharply to discover all the interesting things in the vacation picture. Turn to page 57.

I hope you remember the kind of cap Mother wanted for Jerry. (Hold up *pretty*.) I hope you know our time word. (Hold up *morning*.) Now I am sure someone can read the title. The picture shows night coming on. Why do you suppose our title says "One Pretty Morning"? I think you are right. The story will be about the next morning.

Vocabulary introduction. *window*. Mother was here after all. She was at the foot of the hill, and she didn't show in the picture. The next morning Mother did this. (Put *Mother walked* in the card holder and have it read.) She walked—(Put *to the window* in the card holder, but do not read.) I see a new word on this card. (Cup *window*.) There is something I know about it. It begins like—(Wait for children to suggest *want*, *with*, etc.) Now if you turn to page 58 and look where Mother is, you will know your new word. *Window*, of course. Who will read the sentence in the card holder?

Reading from *Open the Door*. Page 58. Sleepy Jerry! What kind of bed is this? How was the cabin lighted the night before? Why is Mother raising the shade?

(Have pages 58-61 read silently, then orally.)

The next time we read we will go boat riding.

Integrating auditory and visual perception of initial consonant sound *l*. (Proceed as in Unit 60.)

Supplementary Activity

Vocabulary *Preprimer Workbook*, pages 54-55.

UNIT 87

Open the Door (pages 62-64)

Materials Needed

Pocket Card Holder

Word Cards

a	did	house	pretty	she
at	do	looked	ran	too
brown	have	morning	said	walked
caps	he	not	saw	what
				window

Phrase Cards

I do
It can go
on and on
up and down

Procedure

Motivated review. I hope you remember the new word which tells where Mother walked. (Put *window* in the card holder and have it read.) Now see how fast you can play "Here I Come. Here I Go." (Put each of the words listed above into the card holder, one at a time. Allow time for one long glance; then remove the card.)

Reading from *Open the Door* (page 62). Look closely at the picture to find the answers to my questions. Where did Father keep his boat? What is he doing? What has he done to keep the boat from floating away while he tunes up the motor?

Alice discovers that the boat can go—(Hold up *up and down*.) It can also go—(Hold up *on and on*.) Alice begins two sentences by saying—(Hold up *It can go*.) Now read the first five sentences silently.

The one who can read this card (hold up *I do*) may finish the page. Does Jerry like boat rides, too?

Pages 63-64. (Have pages read silently, then orally, by paragraph units.)

Page 64. The motor is running, and away we go. I know at what Alice is pointing. The first sentence tells me. What does it tell you? Read two more sentences. What does Alice tell the train to do? Maybe Alice changes her mind. Maybe she wants a train ride. Read three sentences to find out. I know the boat is going, when I read the last two sentences. Read to find out why I know.

Page 65. Alice has had a good time with somebody's tools. What tools has she used? What did she make? She must want something else because the title asks—.

Developing accurate recognition of confusing words. "*Partner words*": (Write the following sentences by pairs on the board. Underline words as indicated. Have some pupil read the pair of sentences and then the underlined words.) Do you like boats? Did you have a ride? I do not want to go. I did not go. See me jump. I saw a kitten. I have a kitten. See the puppy.

Developing ability to hear initial consonant sound *th*. *Three, thumb, thimble!* What did we discover about these words? When Mother sews, she uses *thread*. The *thermometer* tells how cold it is. What other two words begin like *three*?

Supplementary Activities

1. *Preprimer Workbook*, pages 72-74.
2. **Textfilm.** If a projector is available, use Frames 35-37 on the Textfilm for *Open the Door*. (See page 446.)

UNIT 88

Open the Door (pages 65-69)

Materials Needed

Pocket Card Holder

Word Cards

did want
do what
she

Phrase and Sentence Cards

Alice ran	May I go
Alice saw	One morning
I do	What did she see
I do not	What do I want
I want	You may

Procedure

Motivated review. Today we will find the answer to Alice's question. (Put *What do I want* in the card holder.) You will find out that Alice goes somewhere. You will want to know the answer to this question also. (Add *What did she see*) (Use *do, did, want, what, she*, as flash cards.)

Here are some sentence beginnings which will help you to read more easily. (Put the phrase cards listed under Materials Needed into the card holder, one at a time, and have each card read.)

Reading from *Open the Door* (page 65). The first one to find page 65 may read the title. Look carefully at this picture. Things are going to change. You want to know what happens.

Page 66. What changes do you see? Where might Mother be going? I know what Alice is about to do. Do you?

What time of day is it? Read the first sentence to find out. When I read the next four sentences, I can answer Alice's question, "What do I want?" Read and see if you can.

(Have rest of page and **pages 67-69** read silently, then orally, by paragraph units.)

What will Alice buy? We will find out tomorrow.

Developing accurate recognition of confusing words. (Write the following sentences on the board. Underline the words as indicated. Proceed as in previous unit.) Here is my house. Come in to see me. Come and jump. Look at me. Jip is my puppy. Come to me, Jip.

Integrating auditory and visual perception of initial consonant sound p. (Proceed as in Unit 58.)

Supplementary Activity

Preprimer Workbook, pages 75-77.

UNIT 89

Open the Door (pages 70-71)

Materials Needed

Pocket Card Holder

Word Cards

a	it	want
have	like	window
house	may	what
in	play	with
is	pretty	you

Phrase Cards

I can	I did not	You have
I can not	I said	You may
I do	I saw	You said
I do not	You did	You saw
I did	You did not	You want

Procedure

Motivated review. We had an idea that Alice was going to get—(Build a *play house* in the card holder and have the phrase read.) If you know these words, we can find out in a hurry what she gets. (Add to the card holder, one at a time, the words listed under Materials Needed.)

Reading from *Open the Door* (page 70). What do you like best about the playhouse? Mother is anxious to go into the store. But Alice wants her to do something first. Read the first two sentences and find out what it is.

(Have the rest of the page and page 71 read silently, then orally, by paragraph units.)

(Have the story "What Do I Want?" reread by page units.)

Activities for developing sight vocabulary. Do you remember the fireman's ladder in the store window? Suppose we build some ladders. (Add the phrase cards listed under Materials Needed, one at a time, to card holder.)

Developing ability to hear rhyming words. I know something I wear on my hand in winter which rhymes with *kitten* (mitten). (Continue in the same manner to develop rhymes used on page 79 in the *Preprimer Workbook*.)

Developing ability to hear initial consonant sound *th*. We have finished *three* books. How many more words can you remember which begin like *three*? (Review all words from three previous units; then add the word *three* to the Sound Chart. If a projector is available, use Frame 22 on the Textfilm for *Under the Sky*; see page 441.)

Integrating auditory and visual perception of initial consonant sound *p*. (Proceed as in Unit 59.)

Supplementary Activities

1. *Preprimer Workbook*, pages 78-79.
2. **Textfilm.** If a projector is available, use Frames 38-40 on the Textfilm for *Open the Door*. (See page 446.)
3. **Test.** Page 80 in the *Preprimer Workbook* is an informal test to measure recognition of the vocabulary of the first three preprimers. Direct the marking of the sample exercise. Give no further help. If unit plans have been followed, pupils in immature groups should mark correctly seven out of the eleven rows. If scores run lower than this, CHECK YOUR TEACHING WITH THE UNIT PLANS. It is suggested at this point that all pupils be tested individually to determine how many of the sixty-seven words in the preprimer vocabulary they can recognize AUTOMATICALLY.

IV. UNIT PLANS FOR THE FOURTH PREPRIMER

HIGH ON A HILL

UNIT 90

High on a Hill (pages 2-3)

Materials Needed

Pocket Card Holder

Word Cards

Come home

Phrase Cards

Alice ran She did

in a house She did not

I want to the window

If a projector is available, use the Textfilm for *High on a Hill*, Frames 1-11, before beginning the book. (See page 447.)

Procedure

Vocabulary introduction. *home*. One day Jerry went to Jack's house. Mother wanted him. So she sent Alice to call him. Alice said—(Build *Come home* in the card holder.) You know this word (indicate *Come*). The new word (indicate *home*) begins like—(Allow time for children to suggest *here* or some other word which begins with *h*.) Remember, Jerry was at Jack's house. So Alice says, "Come h_____." (Allow time for children to suggest *home*.) Of course the new word is *home*. Watch while I write it. Watch while I trace *home*. (Trace the written word.) What does this card say? (Hold up *home*.) Read once again what Alice said.

Motivated review. We will read much better if we know these phrases. (Add the phrases listed under Materials Needed, one at a time, to the card holder.)

Introduction to *High on a Hill*. Do you remember the hill-top where the children played boat, train, and airplane? It was their favorite place to play. Maybe that is why our new book is called *High on a Hill*. (Run your hand under the title as you say the words.) Who are these children on the cover, and where do they seem to be going?

I wonder what will happen on the next page. Turn quickly and see. Who are on the hill now? I see the title again (indicate title). Who will read it?

Exciting things are sure to happen to Alice and Jerry and May in this book. Let's see what will happen first. (Allow ample time for discussion of the picture on pages 2-3.) Where do you suppose Alice is going now?

Reading from *High on a Hill* (page 3). I believe I know for whom Alice is looking. Read the title to find out.

The first two sentences tell what Alice wants to do. Read silently and find out. In the next two sentences she calls Jip. What does she say? Does Jip come? Read one more sentence and find out.

Alice looks for Jip. She looks in four places. Read five sentences silently and find out where she looks.

The one who knows our new word (hold up *home*) may finish the page. I hope Jip is not lost.

Developing accurate recognition of confusing words. Alice called Jerry to come *home*. (Write *home* on the board.) Our *home* is generally a *house*. (Write *house* under *home*). *House* and *home* are partner words. How many other partner words do you remember? (Review *do-did*, *Do-Did*, *me-my*, etc.)

Integrating auditory and visual perception of consonant sound *p*. (Proceed as in Unit 60.)

Supplementary Activities

1. **Vocabulary *Preprimer Workbook*, page 56.**
2. **Independent reading.** If the preprimer *Rides and Slides* is available, have pupils read pages 2-5.

UNIT 91

High on a Hill (pages 4-5)

Materials Needed

Pocket Card Holder

Word Cards

a	is	
Alice	Jip	
and (2)	man	name
home	My	puppy

Phrase Cards

Alice walked	I saw
Did you see	She ran
Good morning	she ran
I did not	she walked

Procedure

Motivated review. Alice is still looking for Jip. (Put *Alice walked* in the card holder and have it read.) She did more than that. (Add *and she ran* to the phrase *Alice walked* and have the entire sentence read.) Then she did this. (Build *She ran and she walked*. Have both sentences read until reading becomes very fluent.) Whenever Alice met someone, she said—(Add *Good morning Did you see Jip*). One person said—(Add *I did not*). I hope someone will say—(Build *I saw a puppy*.)

Vocabulary introduction. *man, name. Developing ability to use initial consonant clues plus pictures clues:* One of the people Alice met was a—(Put the word card *man* in the card holder.) Our new word begins like—(Pause to allow pupils to suggest *mother, may*, etc.) Now look at this picture. (Hold up page 5.) Alice met a m_____. (Pause to allow pupils to suggest *man*.) *Man*, of course! Watch while I write *man*. Watch while I trace it. What does the word in the card holder say?

Developing ability to use context clues: Alice wanted the man to know who she was. So she said—(Build *My name is Alice* in the card holder. Of course you know this word (indicate *My*). Jump over the new word (indicate *name*) and read the rest of the sentence. Remember, Alice is talking. So she says, “My _____ is Alice.” (Pause to allow pupils to suggest *name*.) Of course the new word is *name*. Watch while I write *name*. Watch while I trace it. What does this card say? (Hold up *name*. Use *man* and *name* as flash cards.)

Reading from *High on a Hill*. *Establishing correct terms for rebus:* How fast Alice is going down the road! Who can find and read the sentence on page 4 with the picture of the road in it? Jip has a house all his own. What do we call the house for a dog? Who can find and read the sentence on page 4 with the picture of a dog-house in it? Now we are ready to help Alice find Jip.

Pages 4-5. (Have the pages read silently, then orally, by paragraph units.)

Building the habit of left-to-right scanning. I want to write one of our new words. (Write m_____ on the board. Wait until pupils suggest *man*; then complete the word. Repeat procedure with h_____ for *home*, and n_____ for *name*.)

Developing ability to hear initial consonant sound *sh*. The

hammock was in the *shade* of the tree. What word did you hear which begins like *she*? (Proceed as in previous units.)

Integrating auditory and visual perception of initial consonant sound *t*. (Proceed as in Unit 58.)

Supplementary Activities

1. Vocabulary *Preprimer Workbook*, page 57.
2. Independent reading. *Rides and Slides*, pages 6-7.

UNIT 92

High on a Hill (pages 6-7)

Materials Needed

Pocket Card Holder

Word Cards

a	come	home	on	up
Alice	got	Jip	red	
blue	green	man	the	

Phrase Cards

Alice saw

Did you see

I did not

Rebus Card: fence

Procedure

Motivated review. Think quickly back over the important things which happened the last time we read. Alice was telling Jip to—(Build *Come home* in the card holder.) All at once—(Add *Alice saw a man*.) She said—(Add *Did you see Jip*). The man said—(Add *I did not*. Have each sentence reread and removed from the card holder.)

Vocabulary introduction. *got, green.* *Developing ability to use initial consonant clues plus context clues:* You remember there was a fence along the road. Alice wanted to see better. So—(Build *Alice got up on the fence* in the card holder.) Who can find the new word in this sentence? It begins like—(Write *go* and *good* on the board, and have each word read.) Now think how the new word begins and read the sentence. *Alice g_____ up on the fence.* (Pause to allow pupils to suggest *got*.) Of course the new word is *got*. Watch me write *got*. Watch while I trace it. What does this word say? (Hold up *got*.)

Developing ability to use initial consonant and meaning clues: I am sure you know this color word. (Put *red* in the card holder.) And this color also! (Add *blue*.) Here is a new color which begins like *go, good, and got*. This color is g_____. (Pause to allow pu-

pils to suggest *green*. Write and trace word in the usual way. Use *got* and *green* as flash cards.)

Reading from *High on a Hill* (pages 6-7). *Establishing correct terms for the rebus:* Turn quickly to page 6. I see a boy in one picture. Can you find him? The one who can find the sentence with the picture of the boy may read. What a lovely hill this is in the big picture! The one who can find the sentence with the little picture of the hill may read it for us. The sun is shining on the hill. I can find the sun in one of the sentences, also. Now I am sure we are ready to read the whole page.

Page 6. When Alice got up on the fence, what did she do? Read two sentences to find out. Whom did she see? (Continue to have page read by paragraph units.)

Developing the habit of left-to-right word scanning. I want to write the name of a color. (Write r____, wait until some child suggests *red*, and then complete word. Continue with gr____ for *green*, bl____ for *blue*, br____ for *brown*.)

Integrating auditory and visual perception of initial consonant sound t. (Proceed as in Unit 59.)

Supplementary Activities

1. Vocabulary *Preprimer Workbook*, page 58.
2. Independent reading. *Rides and Slides*, pages 8-9.

UNIT 93

High on a Hill (pages 8-9)

Materials Needed

Pocket Card Holder

Word Cards

a	green	My	the
Alice (2)	home	name	up
Come	is	on	went
did	Jip	See	what
got	man	she	

Phrase Cards

Alice saw
Did you see
Down down down
I did not
Up up up
Rebus Card: fence

Procedure

Motivated review. (Have the following sentences and the word card *green* ready for use in the card holder. *Come home, Alice saw a man, My name is Alice, Did you see Jip, I did not, Alice got up on the fence.*)

Still no Jip! Suppose we think back over the things which happened as Alice looked for him. First she called—(Indicate the sentence *Come home* and have it read. Continue in the same manner with the other sentences and the word *green*. As each sentence is read, remove it from card holder. Put word cards *home*, *man*, *name*, *got*, *green* in a column in the card holder. Have each child climb the word ladder.)

Vocabulary introduction. *went*. *Developing ability to recognize words through visual analysis:* We must take very, very careful pictures of certain words. We have one of these words this morning. It says *went*. (Put word card *went* in the card holder as you say the word.) Alice *went* up the hill. Watch while I write *went*. Watch while I trace *went*. Now watch how *went* begins. (Trace the *we* in colored chalk. Then erase word from the board.) What word am I going to write? (Write *we*; pause until some child suggests *went*; then complete word. Repeat several times.)

When Alice came to the green hill this is what she did. (Build *Up up up went Alice*.) When she was ready to go home, this is what she did. (Substitute *Down down down* for *Up up up*.) It is about time we read in our books to—(Build *See what she did*.)

Reading from *High on a Hill* (page 8). *Picture interpretation:* Jip is lost no longer. We know he is here, but do you think Alice does? Why not? What joke is he playing?

The first two sentences tell what Jip saw and what he did. Read silently and be ready to tell us. (Continue to have the rest of this page and **page 9** read silently, then orally, by paragraph units.)

(Have the story "Alice and Jip" reread by page units.)

Developing accurate recognition of confusing words. Do you remember the new word we had this morning? It begins this way. (Write *we*; pause until the word *went* is suggested; then finish the word.) We have another word which looks very much like *went*. We use it when we say *I want*. What is it? (Write *want* under *went* and have the word read.) How are the two words alike? How different? When I start this way (write *we*), what word am I writing? When I start this way (write *wa*), what word am I writing? (Write one word at a time on the board, erase, and have some child tell what the word was. Repeat this procedure in every reading period until *High on a Hill* is completed.)

Developing ability to hear initial consonant sound sh. (Review all words used in previous units. Add the word *she* to the Sound Chart and proceed in the usual way. Use Frame 29 on the Textfilm for *Under the Sky*, see page 442.)

Integrating auditory and visual perception of initial consonant sound t. (Proceed as in Unit 60.)

Supplementary Activities

1. **Independent reading.** *Rides and Slides*, pages 10-13.
2. **Textfilm.** If a projector is available, use Frames 12-14 on the Textfilm for *High on a Hill*. (See page 447.)

UNIT 94

High on a Hill (pages 10-11)

Materials Needed

Pocket Card Holder

Word Cards

and	going	Jip	the
did	got	Jump	up
do	he	Mother	want
down	is	not	went
Father	Jerry	on	

Phrase Cards

A Morning Ride

He got

I can go

One morning

Rebus Card: fence

Procedure

Motivated review. In our new story, Jerry will have a grand good time. The good time began—(Put *One morning* in the card holder.) Jerry had—(Add *A Morning Ride*.) But before the ride, he did what Alice did. (Build *He got up on the fence*.) He saw something exciting. So—(Build *Jump went Jerry, And down he got*. Have sentences reread.)

Vocabulary introduction. *going*. *Developing ability to see basic words in derived forms and to use context clues:* This morning you are going to make a word grow without any help from me. May asked Alice if she were going to the show. Alice said—(Put *I can go* in the card holder.) What does this word say? (Indicate *go*.) Watch out for it. In the next sentence it is going to grow. Alice said—(Build *Jerry is going*. Some child should be able to read it without trouble.) Of course the new word

is *going*. Do you see the word *go* in it? (Cover the *ing* to show the base word.) What does this word say? (Write *go* on the board.) Watch it grow. What does it say now? (Write *going*.) Some other people are going to the show. (Substitute *Father, Mother, for Jerry*; then build *Jip is not going*.)

Reading from *High on a Hill* (page 10). (Allow time for discussion of the picture on pages 10-11. Have page 10 read by paragraph units in the usual way.)

Page 11. Of course Jerry could *not* ride on a cow. Can you find the word *not* in the last sentence on page 10? I see the word *not* on page 11, also. It begins with a capital letter. How many times can I see it? Now read the page.

Developing ability to see basic words in derived forms. This morning we made this word grow. What is the word? (Write *go* on the board.) What does it say now? (Write *going*.) Can you make other words grow in the same way? (Write *jump, jumping; play, playing*, etc.)

Developing ability to recognize confusing words. (Write simple sentences using *went, want, did, do* on the board. Call attention to indicated words, erase sentences, and then use words for *went, want, do, did* as flash cards.)

Developing ability to hear initial consonant sound *wh*. *What* is our question word. Listen to the way it begins. *White* is a color. Did you hear another word which begins like *what*? (Proceed in the usual way.)

Supplementary Activity

Vocabulary *Preprimer Workbook*, page 59.

UNIT 95

High on a Hill (pages 12-13)

Materials Needed

Pocket Card Holder

Word Cards

Alice	home	kitten	on	see (2)
can	house	man	puppy	this
did	I	morning	ride	What
do	Jerry	Not	saw	

Phrase Cards

a boat
a train
I do not
This is

Procedure

Motivated review. As Father and Jerry walked on, Jerry said—(Build *I do not see a boat*; then substitute *a train* for *a boat*.) He kept asking the same question over and over. (Build *What can I ride on*.) You will read much better if you are very sure of some partner words. (Add *did-do*, *see-saw*, *house-home*.)

Vocabulary introduction. *this*, *This is*. Do you remember our riddle word? (Write *It* on the board.) And our question word? (Write *What*.) Today we will have a word which I sometimes call our pointing word.

Alice and Jerry went away with Mother. Mother pointed to a house and said, "I want to stop at *this house*. (Build *this house* in the card holder.) Two men came around the corner of the house. Mother pointed to one man and said, "I want to talk to—" (Substitute *man* for *house*.) The man had never seen Alice and Jerry before. Mother pointed to Alice and said—(Build *This is Alice*. She pointed to Jerry and said—(Substitute *Jerry* for *Alice*.)

The man had some pets he knew the children would like. So he said—(Build *See this puppy*; then substitute *kitten* for *puppy*.)

Alice liked the pets so well that she said, "I am glad I came—" (Build *this morning*.) Be sure to remember our pointing word. (Hold up *this*.) When we use the pointing word to start a sentence we often say—(Hold up *This is*.)

Reading from *High on a Hill* (page 12). (Discuss picture, identify animals as sheep and lambs, establish correct terms for rebuses and have page read by paragraph units.)

Page 13. The one who is sure he knows this word (hold up *Not*) may read the first four sentences and tell what Father said to Jerry. The first one to find out the color of the gate may read the next sentence.

Read six sentences silently. The one who knows our new word (hold up *this*) may read aloud and tell what Father said. Finish the page. The first one to find the color of the horse may read for us. Perhaps Jerry will ride that horse tomorrow.

Developing accurate recognition of confusing words. (Use techniques suggested in previous units to improve recognition of *went-want*, *do-did*, *see-saw*, *the-this*, *is-in*.)

Integrating auditory and visual perception of initial consonant sound *m*. (Proceed as in Unit 58.)

Supplementary Activity
Vocabulary *Preprimer Workbook*, page 60.

UNIT 96

High on a Hill (pages 14-15)

Materials Needed

Pocket Card Holder

Word Cards

a	going	green	man	ride	want	Yes
Do	got	home	name	this	went	you

Procedure

Motivated review. If Jerry can ride a big brown horse, I am sure he can read this pointing word. Can you? (Put *this* in card holder. Follow with *got, home, going, green, man, name, went.*)

Vocabulary introduction. *yes. Developing ability to use context clues:* I am sure the man who owns that horse will say to Jerry—(Build *Do you want a ride.*) Then I am sure Jerry will say—(Put word card *Yes* in the card holder. Let some child suggest *Yes.*) Watch while I write *Yes*. Watch while I trace it. When it begins with a small letter, it looks like this. (Write *yes.*) Don't forget what Jerry said. (Hold up word card *Yes.*)

Reading from *High on a Hill* (pages 14-15). (Allow time for picture discussion, identify horse as farm or workhorse, and call attention to the reason that the man holds on to the halter. Have pages read silently, then orally, by paragraph units.)

I wonder how long a ride Jerry will have. Maybe we will find out tomorrow.

Developing ability to see basic words in derived forms. (Write *go* on the board; then change to *going*. Follow with *look, looks, looked, looking*, etc.)

Developing ability to hear initial consonant sound *wh*. Boys like to *whistle*. What word did you hear which begins like *what*? (Continue in usual way.)

Integrating auditory and visual perception of initial consonant sound *m*. (Proceed as in Unit 59.)

Supplementary Activity
Vocabulary *Preprimer Workbook*, page 61.

UNIT 97

High on a Hill (page 16)

Procedure

Motivated review. Remember, if Jerry is big enough to ride a big brown horse, he can also read these words. (Write *this* on the board; follow with *home, man, name, got, green, went, going, yes, This is, want, did, do.*)

Reading from *High on a Hill* (page 16). (Have page read by paragraph units.) Jerry thinks he wants to ride forever. Do you think he will? How do you think the story really ends?

Page 17. Won't it be fun to walk by the side of the waterfall with May? I am sure she wants us to because the title says—

(Have "A Morning Ride" reread by page units.)

Developing ability to hear initial consonant sound *wh*. (Add the word *What* to the Sound Chart in the usual way. Use Frame 31 on the Textfilm for *Under the Sky*; see page 442.)

Integrating auditory and visual perception of initial consonant sound *m*. (Proceed as in Unit 60.)

Supplementary Activity

Textfilm. If a projector is available, use Frames 15-17 on the Textfilm for *High on a Hill*. (See page 448.)

UNIT 98

High on a Hill (pages 17-19)

Be sure that pupils have had some interesting experiences with shadows before beginning this unit. Have them discover through actual experiences that shadows are long when the sun is low in the sky, shorter when the sun is high in the sky. Have them measure their morning, noon, and afternoon shadows. Have them try to "lose" their sun shadows.

If a projector is available, review Frames 2-4 on the Textfilm for *High on a Hill* before beginning this unit. (See page 447.)

Procedure

Motivated review. (Have the following sentences written on the board: *This is a good morning to play. She is not at home. What can I do? Play with me.*)

When May came out of the door that morning, she said—(Have the first sentence read.) But she could not play with Alice because—(second sentence). Then she asked—(third sentence). Just then she saw something interesting, and she said—(fourth sentence).

Initiating habit of reading two-line sentences. I know you want to know what May saw, but all I will tell you about it is this. (Write *It looked something like May*. Have the sentence reread until reading is exceptionally fluent.) Sometimes in books there is not room for all of one sentence on one line. So we divide the sentence and put it on two lines; but we read it as if it were all on one line.

I am going to divide this sentence. (See page 18.) Now who can read the two-line sentence as if it were all on one line?

Vocabulary introduction. *had*. (Hold up a piece of chalk and say, "*I have* a piece of chalk." Write *I have* as you say the words. Give the chalk to some child; then say, "*I had* a piece of chalk, but I have it no longer." Have each child read the phrase *I had* as you write it. Have the child who now has the chalk tell what he has, using the sentence beginning, *I have*. Take the chalk away; then have him tell what happened and use the sentence beginning, *I had*. Repeat procedure until meaning has been added to the two words *have* and *had*.) *Have* and *had* are partner words. Let's see how they are alike. (Write the two words on the board and compare.) We will use this partner many times in our new story. So be sure you remember—(Indicate *had*.)

When May came out the door that morning—(Write *She had on a red cap* and have it read.) When Alice went away—(Substitute *a pretty blue cap* for *a red cap*). When Jerry went away—(Substitute *He* for *She*, and *a good brown cap* for *a pretty blue cap*.) You remember I told you that May saw something interesting. (Write *It had a cap on too*.)

Reading from *High on a Hill* (page 17). (Have the page read by paragraph units.)

Pages 18-19. Suppose we talk about the picture on page 19 before we begin to read. What do we call the little road down which May is going? There is something on that road besides May. What is it? I can find a sentence on page 18 with a picture of a shadow in it. Who can find and read it? What other shadows do you see on page 19? What causes us to have shadows? Can you

find and read the sentence on page 18 with the picture of the sun in it?

Now look at the big picture on page 18. May looks as if she had found two playmates. Do the playmates like one another? How do you know they don't? (Have page 18 read by paragraph units.) What fun do you think May could have with her shadow?

Developing accurate recognition of confusing words. (Use techniques suggested in previous units to improve recognition of partner words: *have-had, went-want, do-did, see-saw, the-this, yes-you, is-in, on-one, me-my, he-she.*)

Integrating auditory and visual perception of initial consonant sound s. (Proceed as in Unit 58.)

Supplementary Activities

1. Vocabulary *Preprimer Workbook*, page 62.
2. Independent reading. *Rides and Slides*, pages 14-16. (Give help on the word *Good-by.*)

UNIT 99

High on a Hill (pages 20-21)

Materials Needed

Pocket Card Holder **Word Cards:** have had this went

Procedure

Motivated review. (Repeat procedure used in Units 93, 95, 98, for introducing *went, this, and had.* Then use the words listed under Materials Needed as flash cards.)

(Have the following sentences written on the board):

It looked something like May.

It had a cap on, too.

You look something like me.

You have a cap on, too.

Can you do this?

If you remember May's shadow, you remember that—(Have the first two sentences read.) When May looked at her shadow she thought—(sentences 3 and 4). Maybe she decides to play with her shadow. Anyway she asks her shadow a question (sentence 5).

Reading from *High on a Hill.* *Establishing correct terms for rebus:* Look at page 21. Where is May's shadow now? Who can

find and read the sentence with the picture of the brook? I think May's favorite place to play is the hill. Can you find and read the sentences on page 20 in which you see the picture of the hill?

Pages 20-21. (Have both pages read silently, then orally, by paragraph units.)

Activities for developing sight vocabulary. May could jump, and the shadow could jump. I will make these words jump right off the board. Can you catch them before they go? (Write *come, look, and, see, the, here, go, ride, I, my, can, down, up, one, two, three, jump*, one at a time, and erase as quickly as written.)

Developing ability to hear initial consonant sound *n*. May was walking *near* the brook. What word begins like *name* and *not*? (Continue in the usual way.)

Integrating auditory and visual perception of initial consonant sound *s*. (Proceed as in Unit 59.)

Supplementary Activity

Independent reading. *Rides and Slides*, pages 17-19.

UNIT 100

High on a Hill (page 22)

Materials Needed

Pocket Card Holder

Word Cards

at (2)	home	red	yes
big	in (2)	the (3)	
come	it	to	
did	not	window	

Phrase Cards

I can
May ran
She ran

Rebus Cards: barn door

Procedure

Motivated review. *Developing ability to read two-line sentences:* (Have the following sentences built up in the card holder; leave blank pockets between sentences: *May ran home to the big red (barn), She ran in at the (door), It did not come in at the window, Yes I can.*)

May is still trying to catch her shadow. So she does this. (Have the first sentence read and reread until reading is especially fluent.) If there isn't room to get all of this long sentence on one line in our books, it will look like this. Can you make your eyes go around

the corner and still read the sentence as if it were all on one line? (Divide the sentence; see page 22.)

Sometimes barn doors are divided in two. Then you can open the upper part, but the lower part is still closed. May's barn had a door like that. (Indicate rebus card for *door*.) Now read and tell us where May went (sentence 2).

If the window in May's barn is on the side away from the sun, I am sure—(Have sentence 3 read several times; then divide sentence as on page 22.)

Maybe May still thinks she can fool her shadow. She might say —(fourth sentence).

Reading from *High on a Hill* (page 22). I think May wants her shadow to come home with her. Read three sentences and find out why I think so. (Continue to have page read by paragraph units.)

Page 23. I think I know whom the next story will be about. Do you? Why do you think Alice has stopped work?

(Have the story "Play with Me" reread in the usual way.)

Activities for developing sight vocabulary. (Repeat procedures from previous units with the words *to, me, blue, red, like, on, you, may, little, play, with, want, something, good, is, in, big, it*.)

Developing ability to hear initial consonant sound *n*. May *never* seems to be able to catch that *nice* shadow of hers. What two words begin like *name* and *not*? (Continue in usual way.)

Integrating auditory and visual perception of initial consonant sound *s*. (Proceed as in Unit 60.)

Supplementary Activities

1. **Independent reading.** *Rides and Slides*, pages 20-21.
2. **Textfilm.** If a projector is available, use Frames 18-20 on the Textfilm for *High on a Hill*. (See page 448.)

UNIT 101

High on a Hill (pages 23-25)

Procedure

Motivated review. (Have the following phrases and sentences written on the board: *at the store something pretty Alice went with Mother. Alice had on a little red cap. What did she see?*)

Alice has such a good time in our new story. Mother has a secret, but she will not tell Alice. The secret is—(have *at the store* read.) It is—(*something pretty*.) So—(next two sentences). I am sure you want to ask this question (last sentence).

Reading from *High on a Hill* (page 23). When I read the title and the first four sentences, I know why Alice looks up from her work. Read and find out. (Continue having the page read by paragraph units.)

Page 24. Suppose each of you tells me one thing you see in the window. Don't repeat what someone else has said. Now read the page. Were Alice's eyes as sharp as yours?

Page 25. If I could not see the picture, I would still know about the hats in the window when I read the first three lines. What do they tell us about the hats? (Continue having the page read by paragraph units.)

We wouldn't want Alice to have a hat too big for her, would we? I hope she finds the right one tomorrow.

Activities for developing sight vocabulary. (Use techniques of preceding two units with *a, said, ran, looked, at, not, brown, have, saw, walked, morning, what, do, too, she, did, he, pretty*.)

Developing ability to hear initial consonant sound *n*. (Add *name* and *not* to the Sound Chart and proceed in usual way. Use Frame 33 on the Textfilm for *Under the Sky*; see page 442.)

Supplementary Activity

Independent reading. *Rides and Slides*, pages 22-25.

UNIT 102

High on a Hill (pages 26-27)

Materials Needed

Pocket Card Holder

Word Cards

name

yes

Phrase Cards

Here is

I can not

I like

I want

It is

She did not

She saw

This is

Procedure

Motivated review. Alice gets into so much trouble today! If you want to know what happens, you had better know these sen-

tence beginnings. (Add the phrase cards listed under Materials Needed to the card holder, one at a time, and have them read.)

I am sure Alice told the people in the store her—(Put *name* in the card holder.) Maybe she also used this word. (Add *yes*.)

Reading from *High on a Hill* (page 26). Mother finds a hat she thinks will be just right for Alice. Read three lines to find out about it. (Continue to have rest of page and also page 27 read by paragraph units.)

Developing accurate recognition of confusing words. (Repeat techniques suggested in previous units to improve recognition of *had-have, see-saw, the-this, went-want*.)

Integrating auditory and visual perception of initial consonant sound *f*. (Proceed as in Unit 58.)

Supplementary Activity

Independent reading. *Rides and Slides*, pages 26-28.

UNIT 103

High on a Hill (pages 28-29)

Materials Needed

Pocket Card Holder

Rebus Cards: bow flowers ribbon roses

Procedure

Motivated review. *Vocabulary introduction.* (*rebus*) *bow, flowers, ribbon, roses*. When we can't find a hat that suits us, what do we sometimes have to do? (Discuss thoroughly the idea of trimming a hat and the fact that the trimming is chosen and put on in the workroom of the store.) I am sure if Alice chooses trimming for her hat, she will want some—(Put rebus card *flowers* into card holder.) On the side of her hat she will want a—(Add *bow*.) The bow will be made of—(Add *ribbon*.) Maybe she will want a special kind of flowers. This kind! (Add *roses*.)

Reading from *High on a Hill* (page 28-29). (Have pages read by paragraph units.)

Developing ability to hear initial consonant sound *v*. On Valentine's day I like to get a valentine. I like *valentines very*

much. Did you hear two words which begin with the same sound? (Continue in usual way.)

Integrating auditory and visual perception of initial consonant sound f. (Proceed as in Unit 59.)

Supplementary Activity

Independent reading. *Rides and Slides*, pages 29-31.

UNIT 104

High on a Hill (pages 30-31)

Materials Needed

Rebus Cards: butterfly

Procedure

Motivated review. (Have the following sentences written on the board.)

Do you like this?

It can go here.

In the morning you may have it.

In the morning

Alice went to the store.

When you have a hat trimmed, the salesman generally puts the untrimmed hat on your head. Then he tries the trimming here and there to see where it looks best. He is sure to say—(Have the first two sentences read.) Of course Alice was anxious to know when the hat would be done. This is what the salesman tells her (sentence 3). The next sentence is a two-line sentence. Read with your eyes first, so that you will be sure to read it aloud as if it were all on one line. I don't know what else will be on Alice's hat, but I hope it has a—(Hold up rebus *butterfly*.)

Reading from *High on a Hill* (pages 30-31). (Have pages read by paragraph units.)

(Have the story "At the Store" reread by page units.)

Integrating auditory and visual perception of initial consonant sound f. (Proceed as in Unit 60.)

Supplementary Activities

1. **Independent reading.** *Rides and Slides*, pages 32-33.
2. **Textfilm for *High on a Hill*, Frames 21-23.** (See page 448.)

UNIT 105

High on a Hill (pages 32-33)

Materials Needed

Pocket Card Holder

Phrase Cards

Word Cards

Airplane	Ride	this	He had	I like	Jerry went
had	The	went	He said	I want	She did
			Here is	Jerry had	She did not

Procedure

Motivated review. (Repeat procedures from previous units and reintroduce *this*, *went*, *had*. Add the sentence beginnings listed under Materials Needed to the card holder, one at a time.) I am sure you will know why Jerry has an exciting time when you hear that the title of our story is—(Build *The Airplane Ride*.)

Reading from *High on a Hill* (page 32). Read the title and the first four sentences silently. Jerry tells about seven different things he has. I hope you find all seven. (Continue having the rest of the page and **page 33** read by paragraph units.)

Activities for developing sight vocabulary. “*Watch me go*”: (Write *home* on the board and erase quickly. Have some child tell what was written. Follow with *got*, *green*, *man*, *name*, *went*, *going*, *yes*, *had*, *this*.)

Developing ability to hear initial consonant sound v. (Add the picture of a violin or valentine to the Sound Chart and proceed in usual way. Use Frame 35 on the Textfilm for *Under the Sky*; see page 442.)

Supplementary Activity

Independent reading. *Rides and Slides*, pages 34-36.

UNIT 106

High on a Hill (pages 34-35)

Materials Needed

Pocket Card Holder

Phrase Cards

Word Cards

Do	like	saw	yes	Good morning
He	My	walked	you	This is
Jerry	name	What		You have

Procedure

Motivated review. (Have the following phrases and words built in the card holder, ready to be read: *Jerry saw, He walked, Good morning, You have, Do you like, My name, This is, What, Yes.*)

Reading from *High on a Hill* (pages 34-35). (Have pages read by paragraph units.)

Integrating auditory and visual perception of initial consonant sound *g*. (Proceed as in Unit 58.)

Supplementary Activity

Independent reading. *Rides and Slides*, pages 37-39.

UNIT 107

High on a Hill (pages 36-37)

Materials Needed

Pocket Card Holder

Word Cards: a good Good-by Have ride

Procedure

Vocabulary introduction. *Good-by*. When you leave home for school in the morning, what do you say to Mother? (Allow time for children to suggest *Good-by*.) That is just what Jerry says to Mother when he goes up in the plane. (Put *Good-by* in the card holder.) *Good-by* (indicate card) is different from any word we have had so far. It is two words joined together by this little line. (Indicate hyphen.) The first word says—(Indicate *Good*, and wait for some child to read.) Then the other word (indicate *by*) must say—. The whole word says—(Hold up *Good-by* and have each child read.)

Motivated review. When you go off on a picnic or to a show, I am sure Mother tells you to have a good time. Jerry's Mother is just like yours. She says to Jerry—(Build *Have a good ride*.)

Reading from *High on a Hill* (pages 36-37). (Allow time for picture discussion. Then have the pages read by paragraph units.)

Developing ability to see basic words in derived forms. (Write *go* on the board and have it read. Change to *going*. Proceed with other words as in previous units.)

Integrating auditory and visual perception of initial consonant sound *g*. (Proceed as in Unit 59.)

Supplementary Activities

1. Vocabulary *Preprimer Workbook*, page 63.
2. Independent reading. *Ride and Slides*, pages 40-41.

UNIT 108

High on a Hill (pages 38-39)

Procedure

Motivated review. (Have the following sentences written on the board: "*What a good ride,*" said Jerry, "*And my, what a big airplane.*") Jerry was so excited over his ride that he said— (Have the first sentence read.) Suppose you let me read what Jerry said next. (Read "*And my,*"; draw your hand under the words as you read; then pause a little longer than necessary and finish the sentence.) This mark (indicate comma) is called a comma, and it tells us to pause just a second if we want to read just as Jerry talked. Listen once again as I read what he said. (Repeat sentence; then have each pupil read the sentence.)

Reading from *High on a Hill* (pages 38-39). (Discuss the picture; establish the rebus in line 3, page 38, as clouds; then have the two pages read by paragraph units.)

Developing accurate recognition of confusing words. (Use techniques from former units with partner words *have-had, see-saw, me-my, The-This, is-in, on-one, want-went, do-did.*)

Integrating auditory and visual perception of initial consonant sound *g*. (Proceed as in Unit 60.)

Supplementary Activity

Independent reading. *Rides and Slides*, pages 42-43.

UNIT 109

High on a Hill (page 40)

Procedure

Motivated review. (Have the following sentences written on the board: *Did you have a good ride? Yes, I had a good ride.*)

I am sure the minute Jerry jumped from the plane, Mother said—(sentence 1). I am sure Jerry answered—(sentence 2).

Reading from *High on a Hill* (page 40). I can tell from looking at the picture what Jerry is saying. Can you? How many times can you find *Good-by*?

The first sentence is a two-line sentence. Can you read it as if it were all on one line? (Continue in the usual way. Call attention to each two-line sentence.)

Page 41. May seems to have found something. I know it must be something good because I can read the title. Can you?

Integrating auditory and visual perception of initial consonant *k*. (Proceed as in Unit 58.)

Supplementary Activity

Textfilm. Frames 24-26, *High on a Hill*. (See page 448.)

UNIT 110

High on a Hill (pages 41-43)

Materials Needed

Pocket Card Holder

Word Cards

did	have	not	this	what
do	it	saw	want	yes

Phrase Cards

May I

May I go

to the store

Procedure

Vocabulary introduction. (*rebus*) *penny*. Today May finds something on the floor, and this is what it is. (Hold up a real penny; discuss the two names, *cent* and *penny*; and emphasize the idea that it is to be called *penny* in the story.)

Motivated review. May was just like you. The minute she saw the penny, she said—(Build *May I have this* and *May I go to the store*.) I hope Mother says “yes,” don’t you? (Use as flash cards the words and phrases listed under Materials Needed.)

Reading from *High on a Hill*. (Allow time for picture discussion, and read pages 41-43 in the usual way. Have pupils decide what store is shown on page 43 and whether May could buy anything in the window for a penny.)

Integrating auditory and visual perception of initial consonant sound *k*. (Proceed as in Unit 59.)

Supplementary Activity

Independent reading. *Rides and Slides*, pages 44-45.

UNIT III

High on a Hill (pages 44-45)

Reading from *High on a Hill* (page 44). (Have children decide whether May can buy with her penny the rabbit shown in the window. Have the page read in the usual manner.)

Page 45. (Establish the name of the store shown in the picture as a *bakery*, and the rebus names as *stars* and *hearts*. Discuss the possibility of buying a cookie for a penny. Have the page read in the usual way.)

Activities for developing sight vocabulary. (Use techniques, suggested in previous units, with the following words: *to, me, blue, red, like, on, you, may, little, play, with, want, good, something, is, in, big, it.*)

Reviewing auditory and visual perception of initial consonants *b, c, d, f, g, h, j, k, l, m, p, r, s, t.* (Proceed as in Unit 60.)

UNIT II2

High on a Hill (pages 46-47)

Word Cards

going good-by got green had home man name this went yes

Procedure

Motivated review. (Use as flash cards the words listed above.)

Reading from *High on a Hill* (pages 46-47). (Discuss the pictures, and have pages read in the usual way. Draw attention to the fact that the way the next-to-the-last sentence on page 47 is written suggests that May is eating the rabbit. Have the entire story reread for enjoyment.)

Activities for developing sight vocabulary. (Use procedures, outlined in previous units, with the following words: *a, said, ran, looked, at, not, brown, have, saw, walked, morning, what, do, too, she, did, he, pretty.*)

Reviewing auditory and visual perception of initial consonants. (Review techniques from Unit 60.)

Supplementary Activities

1. **Vocabulary Preprimer Workbook, page 64.** This informal test, tests pupil recognition of the eleven new words in the vocabulary of *High on a Hill*. At least seven of the eleven items should be marked correctly.
2. **Textfilm.** Frames 27-29, *High on a Hill*. (See page 448.)

Diagnosis of Pupil Progress

(Upon Completion of *High on a Hill* and the Preprimer Program)

1. Is each pupil growing in oral language ability? Can he interpret the meaning and feeling of pictures and draw simple conclusions based upon story illustration?
2. Is each pupil acquiring a wider speaking vocabulary of words and meanings?
3. Does he attack new text material in the spirit of "reading to find out"? Is he grasping the idea that it takes pictures and text together to tell the whole story?
4. Does he recognize AUTOMATICALLY the seventy-eight words in the vocabulary of the preprimers?
5. Is he applying this vocabulary to new context with increasing ease and confidence?
6. Is he entering into the spirit and action of a story so that the characters and events seem real to him as he reads?
7. Is auditory perception growing keener? Can he detect with increasing ease that certain words begin with the same sounds?
8. Is he showing increasing confidence in his own reading ability as shown by remarks such as, "That's easy. I can read that"?
9. Is he showing signs of interest in bulletin board announcements, library books, etc., as shown by such questions as, "What does this say?"
10. Are you, the teacher, going slowly enough to ensure a firm foundation in reading for each child? "HASTE MAKES WASTE" with slow groups.
11. Are you making each child conscious of his own power and progress? Are you building a feeling of security in reading?
12. Are you diagnosing needs of individual children and adapting unit plans to fit these needs?

Directions for Use of the Preprimer Textfilms

(A separate manual with more detailed directions will be furnished on request with each Textfilm. Teachers are urged to use this more detailed manual.)

TEXTFILM FOR SKIP ALONG

Frames 1-8. These are concept development frames, preparing pupils for situations they will meet in the first half of the book. They are to be used before any reading from *Skip Along* is begun. Their purpose is to build a background of meanings for pages 2-24 and to stimulate oral language development through free discussion of the pictures on the part of pupils.

Frame 1. Introduce Alice and Jerry to pupils who have not had the Reading Readiness Book, *Here We Go*. Have pupils note distinguishing characteristics and tell how they would know Alice and Jerry the next time they see them. Allow time for free discussion of activities shown. Direct attention to names under characters. Write one name at a time on the board. Have pupils check with Textfilm to decide which name was written.

Frame 2. Introduce puppy as *Jip* and discuss the reason why *puppy* is the correct term to use for him. Have pupils note the word *Jip*. Write the word on the board and have pupils check with Textfilm to decide what word was written. Have them find out all they can about Jip from picture. Have them tell about their own pets.

Frame 3. Stress idea that the water is not deep, and have pupils discover the bridge for crossing it. Then have pupils identify the two types of fences and decide which is the better kind.

Frame 4. Have pupils identify ducks and find out all they can about them from picture. Have them relate some of their own experiences with ducks.

Frame 5. Discuss a jack-in-the-box and how it works.

Frame 6. Have pupils discover all they can about rabbits from picture. Talk about such terms as *bunny*, *hutch*, etc.

Frame 7. Have pupils identify fire engine and discuss how it was made. Urge them to tell about toys they have made.

Frame 8. Identify field as a meadow. Talk about meadow larks, their nests, coloring, songs, etc. Have pupils decide why the bird is called a *meadow lark*.

Frame 9. Have pupils identify duck, say the word, and listen to the way the word begins. Have them discover all items in big picture which begin with the same sound as *duck*.

Frame 10. Discuss picture. Have story read sentence by sentence. Then have several pupils read entire story.

Frame 11. Discuss big picture first, calling attention to items the names of which begin with the sound *j*. Have pupils say the word *Jip*, listen to the way it begins, and then rediscover items in big picture the names of which begin with the same sound as *Jip*.

Frame 12. Discuss picture. Have story read sentence by sentence; then have several pupils read entire story.

Frame 13. Have pupils identify cup, say the word, and listen to the way the word begins. Have them discover all items in big picture which begin with the same sound as *cup*.

Frame 14. Discuss picture. Have story read sentence by sentence. Then have several pupils read entire story.

Frame 15. For initial sound of *bird* follow procedures outlined in Frames 9, 11, 13.

Frame 16. Use term *teeter-totter* or *see-saw*, whichever is more familiar to pupils. Have story read sentence by sentence. Then have several pupils read entire story.

Frame 17. For beginning sound of *rabbit* follow procedure outlined in Frames 9, 11, 13.

Frame 18. Discuss picture. Have story read sentence by sentence. Then have several pupils read entire story.

Frames 19-23 are to be used before reading pages 25-47. Their purpose is the same as that of Frames 1-8.

Frame 19. Have pupils discover that Alice and Jerry are getting ready for a show or circus, discuss costumes being made, and decide which child will wear which costume.

Frame 20. Have pupils identify hoop and discuss hoop rolling. Have them discover that Alice and Jerry are practicing tricks or stunts for the show or circus, and then discuss the activities shown.

Frame 21. Identify and discuss parasol and other toys. Have pupils talk freely about activities shown.

Frame 22. Have pupils identify wading pool, pier, ladder. Discuss rubber horse, purpose, and method of inflating. Let pupils talk freely about their own wading experiences.

Frame 23. Have pupils decide why the day shown must be a special one and what day it is. Have them talk at length about Alice's hair and their own experiences with curls.

Frame 24. For beginning sound of *hoop* follow procedures outlined for Frames 9, 11, 13. Have pupils identify horses, hay, hat, head, hands, harness, hoe, hollow tree, house, hill.

Frame 25. Discuss the pictures and have pupils tell their own experiences with frogs. Have the story read sentence by sentence. Then have several pupils read the entire story.

Frame 26. For beginning sound of *chicks* (ch) follow procedures as outlined for Frames 9, 11, 13. Have pupils identify child, chain, checks, chimney, church, chopping, etc.

Frame 27. Discuss the picture. Have the story read sentence by sentence. Then have several pupils read entire story.

Frame 28. For beginning sound of *ladder* follow procedure outlined for Frames 9, 11, 13. Have pupils discover lambs, log, leaves, lantern, lilies, lady, laughing, etc.

Frame 29. Discuss activities shown. Have story read sentence by sentence. Then have the entire story reread.

Frame 30. For beginning sound of *parasol* follow procedure outlined for Frames 9, 11, 13. Have pupils identify pigs, puddles, pump, pail, puppy, pan, pears, pocket, paint, post.

Frame 31. Discuss picture. Have story read sentence by sentence. Then have several pupils read the entire story.

Frame 32. For beginning sound of *top* follow procedures outlined for Frames 9, 11, 13. Have pupils discover truck, tires, trees, turkeys, tent, table, tub, tail.

Frame 33. Discuss pictures and have pupils tell of their own experiences with turtles. Have story read sentence by sentence. Then have several children read entire story.

TEXTFILM FOR UNDER THE SKY

Frames 1-9. These are concept development frames and are to be used before any reading from *Under the Sky* is begun. Their purpose is to build a background of meanings for pages 2-38 and to stimulate oral language development through free discussion of the pictures on the part of pupils.

Frame 1. Have pupils discuss pictures freely with the purpose of finding out all information possible about squirrels and their habits. Have them tell of their own experiences with squirrels around their homes or in the woods.

Frame 2. Discuss the picture and identify characters as Mother and Father. Direct attention to names under characters, and have pupils read the words to the left of picture by matching them with names under characters.

Frame 3. Identify giraffes. Have pupils discuss picture with the purpose of finding all information possible about giraffes. Be ready with other pertinent information. Have pupils talk about their zoo or circus experiences.

Frame 4. Have pupils discuss picture freely and decide how the man who made the slide got the idea of a giraffe slide. Have them decide where this slide is and to whom it may belong. Have them talk about fun on slides.

Frame 5. Have pupils identify sandbox, shell scoop, etc. Have them talk about methods of making sand pictures, sand molds, castles, etc. Have them relate personal experiences on the seashore or along inland beaches.

Frame 6. Identify May, call attention to the name under the character, and have pupils find each word to the left of the picture which matches the word *May*. Repeat procedures for the word *kittens*.

Frame 7. Discuss the work being done and identify each tool. Have pupils talk freely about the work which has to be done in their own yards and gardens. Have them tell of their part in helping with such work.

Frame 8. Allow ample time for discussion of picture details, identifying showcase, cash register, counter, etc. Call particular attention to candy apples, lollipops, and balloons as well as to the name *store* under picture.

Frame 9. Have pupils discover the storekeeper's distinguishing characteristics. Have them tell of storekeepers they know and particularly like.

Frame 10. Direct attention to small picture, have pupils say *mother* and listen to the way the word begins. In big picture have them discover that *man*, *monkey*, *mailman*, *mailbox*, *milk*, *magazine*, etc., begin with the same sound as *mother*.

Frame 11. Discuss picture. Have story read sentence by sentence. Then have several pupils read entire story.

Frame 12. Use procedure outlined for Frame 10. Have pupils discover that *seashore*, *sandals*, *sand*, *sailboat*, *sun*, etc. begin with the same sound as *squirrel*.

Frame 13. Discuss picture. Have story read sentence by sentence. Then have several pupils read entire story.

Frame 14. Use procedure outlined for Frame 10. Have pupils discover that *fountain*, *ferns*, *fish*, *feather*, *fence*, *fire*, etc. begin with the same sound as *father*.

Frame 15. Discuss picture. Have story read sentence by sentence. Then have several pupils read entire story.

Frame 16. Use procedure outlined for Frame 10. Have pupils discover that *gander*, *goose*, *grapes*, *grass*, *gate*, *goat*, etc. begin with the same sound as *girl*.

Frame 17. Discuss picture. Have story read sentence by sentence. Then have several pupils read entire story.

Frame 18. Use procedure outlined for Frame 10. Have pupils discover that *kite*, *kicking*, *key*, *kennel*, *keg*, etc., begin with the same sound as *kitten*.

Frame 19. Discuss picture. Have story read sentence by sentence. Then have several pupils read entire story.

Frame 20. For beginning sound of *watch* use procedure outlined for Frame 10. (*woman*, *water*, *wagon*, *weeds*, etc.)

Frame 21. Discuss picture. Have pupils read story sentence by sentence. Then have someone reread entire story.

Frame 22. For beginning sound of *thermometer* (th) use procedure outlined for Frame 10. (*thimble*, *thread*, etc.)

Frame 23. Discuss picture. Have story read in usual way.

Frames 24-28 are to be used before reading pages 39-71. Their purpose is the same as that of Frames 1-9.

Frame 24. Discuss picture, calling attention to words *train* and *airplane*. Have words to left of picture read by matching them with the same words in the picture.

Frame 25. Discuss picture, stressing term *basket cart* and reason for same. Have pupils recount pony experiences.

Frame 26. Identify different types of boats and direct attention to word *boat* under each. Call attention to title *Boats* and have pupils note difference between word forms *boat* and *Boats*. Have them read words to left of picture by matching them with words in picture.

Frame 27. Identify May, her mother, and Little Puppy. Direct attention to name under each character. Have words to left of picture read by matching them with the words in picture.

Frame 28. Identify items in picture. Discuss in detail the making of a leaf store.

Frame 29. For beginning sound of *sheep* (sh) use procedure outlined for Frame 10. (*shoulder, shirt, shoes, ship, shell*, etc.)

Frame 30. Discuss picture. Have story read sentence by sentence. Then have several pupils read entire story.

Frame 31. For beginning sound of *wheelbarrow* (wh) use procedure outlined for Frame 10. (*wheel, whistle, whiskers*, etc.)

Frame 32. Discuss picture. Have story read sentence by sentence. Then have several pupils read entire story.

Frame 33. For initial sound of *nuts* use procedure outlined for Frame 10. (*house number, nest, near, newspaper*, etc.)

Frame 34. Discuss picture. Have story read sentence by sentence. Have several pupils read entire story.

Frame 35. For initial sound of *valentine* use procedure outlined for Frame 10. (*vines, violin, vegetables, veil*, etc.)

Frame 36. Discuss picture. Have story read sentence by sentence. Then have several pupils read entire story.

Frame 37. Direct attention to fact that picture at left tells who is talking. Identify each picture and word in picture dictionary at right. Have pupils read story silently and discover new word by matching it with same word in picture dictionary. Have several pupils read story orally.

Frame 38. Allow ample time for discussion of the picture. Have pupils decide what kind of day is shown and tell of experiences similar to those shown in picture. Have them read the title and first sentence and decide who is talking. Then have story read in two-line units silently, then orally. Have several pupils read the entire story.

Frame 39. Have pupils use picture at left to identify speaker. Have them identify each picture and word in picture dictionary at right. Have the story read silently and the new word unlocked by matching it with identical word in picture dictionary. Have several pupils read the story orally.

Frame 40. Call attention to absence of picture and stimulate pupils to wonder why. Have pupils read title and first three sentences silently to find out what Alice says to Jerry. Call attention to periods as the marks we put at the end of sentences which tell something.

Call attention to the fact that in the next five sentences Jerry asks questions and that the mark at the end of each question is called a *question mark*; have pupils discover that each question begins with the same sentence beginning, *Is it*. Have questions read silently, then orally. Have each child guess what Alice wants Jerry to see. Have them read the last sentence silently and then tell what will probably be shown in the next frame.

Frame 41. Allow ample time for discussion of picture and enjoyment of surprise element. Have pupils decide where kitten came from and what will happen to it. Then turn back to Frame 40 and have several pupils read the entire story.

TEXTFILM FOR OPEN THE DOOR

Frames 1-5. These are concept development frames and are to be used before any reading from *Open the Door* is begun. Their purpose is to build a background of meanings for pages 2-38 and to stimulate oral language development through free discussion of the pictures on the part of pupils.

Frame 1. Identify log bridge and railing, also stepping stones. Discuss fully any items unfamiliar to pupils. Have them tell of personal experiences making toy boats.

Frame 2. Identify tricycle, boy's bicycle, girl's bicycle. Discuss differences and reasons for terms *tricycle*, *bicycle*.

Frame 3. Have all items in picture identified. Allow ample time for picture discussion and recounting of circus experiences.

Frame 4. Allow ample time for enjoyment of picture. Have pupils talk freely about clowns they have seen.

Frame 5. Identify donkey and cart and discuss reason for term *cart*. Lead pupils to talk freely about driver and his costume and about the way he, his donkey, and the cart are decorated for the circus. Have pupils tell of any experiences they may have had with donkeys.

Frame 6. Have pupils tell who is speaking; then identify each picture and word in picture dictionary. Have them read story silently and unlock new word by using picture dictionary. Have several pupils read the story aloud.

Frame 7. Identify stilts; have pupils tell of their experiences with stilts. Have story read in usual way.

Frame 8. Use techniques outlined for Frame 6.

Frame 9. Discuss picture. Have the story read sentence by sentence. Then have several pupils read the entire story.

Frame 10. Use techniques outlined for Frame 6.

Frame 11. Discuss the use of the word *play* as used in title and have the title read. Have the story read by two-line units and have each pupil guess what May will be in the play. Have them predict what they will see in next frame.

Frame 12. Allow time for enjoyment of picture; then turn back to Frame 11 and have the story reread orally.

Frame 13. Use techniques outlined for Frame 6. Have pupils suggest where Jerry saw the shoes.

Frame 14. Have the story read silently, then orally, by paragraph units. Have pupils decide to what store Jerry will go and what they expect to see in the next frame.

Frame 15. Allow ample time for enjoyment of the picture and discussion of the cobbler and his shop. Then turn back to Frame 14 and have the story read orally.

Frame 16. Have pupils determine the speaker, identify words in picture dictionary; then read story silently and unlock new word through reference to picture dictionary.

Frame 17. Have story read silently then orally by paragraph units. Have pupils predict in what Jerry will ride and tell what they expect to see in next frame.

Frame 18. Allow ample time for enjoyment of picture. Turn back to Frame 17 and have story reread.

Frame 19. Have pupils read words in box, noting that they all begin with identical sound. Have them identify each pictured object whose name begins with the same sound.

Frame 20. Have story read silently, then orally, by paragraph units. Have pupils predict what Little Puppy wants to do and what they expect to see in next picture.

Frame 21. Allow time for enjoyment and discussion of picture. Then turn back to Frame 20 and reread story.

Frames 22-25 are to be used before reading pages 39-71. Their purpose is the same as that of Frames 1-5.

Frame 22. Have pupils identify attic and all items shown. Have them talk freely about attic experiences.

Frame 23. Discuss terms *milliner*, *millinery shop*, *millinery*. Allow ample time for discussion of picture.

Frame 24. Discuss log cabin and how it is built. Identify pier, boathouse, and boat. Have pupils discuss outboard motors.

Frame 25. Identify and talk freely about two-bunk bed, also log bed. Have pupils discover how cabin is lighted.

Frame 26. Have pupils read words in box, noting that they all begin with identical sound. Have them identify each pictured object whose name begins with the same sound.

Frame 27. Have story read silently, then orally, by paragraph units. Have pupils predict what happens to Alice and what they expect to see in next frame.

Frame 28. Allow time for discussion as to whether Alice deserves what has happened to her. Then turn back to Frame 27 and have story reread orally.

Frame 29. Use procedures as outlined for Frames 19, 26.

Frame 30. Have story read silently, then orally, by paragraph units. Have pupils predict where the cap will be.

Frame 31. Urge pupils to keep the secret until everyone in group has found the cap. Then turn back to Frame 30 and have the story reread.

Frame 32. Have pupils read words in box, noting that they all begin with identical sound. Have them identify each pictured object whose name begins with identical sound.

Frame 33. Have the story read silently, then orally, by paragraph units. Have pupils predict what Alice will ride in, and what they expect to see in next frame.

Frame 34. Allow ample time for enjoyment of pictures. Have pupils talk about similar experiences they have had. Then turn back to Frame 33 and have story reread.

Frame 35. Have pupils read words in box, noting that they all begin with identical sound. Have them identify each pictured object whose name begins with the same sound.

Frame 36. Have the story read silently, then orally, by paragraph units. Have pupils predict what will happen to Jip.

Frame 37. Allow ample time for discussion of picture. Emphasize the harm puppies often do to gardens. Then turn back and have the story reread orally.

Frame 38. Have pupils read words in box, noting that each word begins with the same sound. Have them identify each pictured object whose name begins with that sound.

Frame 39. Have the story read silently, then orally, by paragraph units. Have pupils predict what Mother has for Alice and tell what they expect to see in next frame.

Frame 40. Allow ample time for discussion of the picture. Have pupils talk freely about experiences with canaries and how they should be cared for. Turn back and reread story.

TEXTFILM FOR HIGH ON A HILL

Frames 1-11. These are concept development frames and are to be used before any reading from *High on a Hill* is begun. Their purpose is to build a background of meanings for *High on a Hill* and to stimulate oral language development through free discussion of the pictures on the part of pupils.

Frame 1. Have lawn identified as that of Alice's house. Discuss hammocks and children's experiences with them. Direct attention to fence, Jip's house, squirrels, etc.

Frame 2. Identify time as morning with sun still low in sky, shadows long. Have pupils discover that shadows are in front of children because their backs are to sun. Discuss other shadows shown.

Frame 3. Identify time as noon when sun is higher and shadows shorter. Have pupils decide why May's shadow is in front of her. Have pupils suggest possibility of trying for themselves the activity shown in picture.

Frame 4. Identify time as late afternoon when sun is low and shadows long. Have pupils decide why Alice's shadow is in back of her. Discuss other shadows shown.

Frame 5. Allow ample time for identification of all items shown and discussion of activities attendant upon boarding a plane and getting a plane ready for flight.

Frame 6. Identify airplane hostess and discuss some of her duties. Have pupils recount any airplane experiences they may have had.

Frame 7. Have pupils identify the store shown and recount their experiences in getting new hats.

Frame 8. Have pupils discuss activities going on in picture and choose trimming they might like to have on a hat.

Frame 9. Have pupils identify each pet shown and discuss what happens at feeding time in a pet shop. Have them choose the pet they like best and tell about their own pets.

Frame 10. Have all toys shown identified. Have pupils choose the ones they like best, and tell about their own toys.

Frame 11. Have store identified as a bakery, and discuss activities going on in picture. Have pupils choose what they might like best at a bakery.

Frame 12. Have pupils read words in box, noting that they all begin with identical sound. Have them discover each pictured object whose name begins with the same sound.

Frame 13. Have story read silently, then orally, by paragraph units. Have pupils predict who the man can be.

Frame 14. Allow time for discussion of picture. Then turn back to Frame 13 and reread story.

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Frame 28. Have story read silently, then orally, by paragraph units. Have pupils guess with whom Jerry had the ride and whom they will see in next frame.

Frame 29. Allow ample time for enjoyment of picture. Let pupils recount similar experiences. Reread Frame 28.

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TCH-GD-
THE ALICE AND JERRY BASIC READING
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F _____ ing that all words begin with identical sound. Have them identify each pictured object whose name begins with the same sound.

Frame 16. Have pupils read story silently and guess whom the story can be about.

Frame 17. Allow ample time for enjoyment of picture. Then turn back to Frame 16 and reread story.

Frame 18. Have pupils read words in box, noting that all words begin with identical sound. Have them identify each pictured object whose name begins with the same sound.

Frame 19. Have the story read silently, then orally, by paragraph units. Have pupils predict what Jerry had to do.

Frame 20. Allow ample time for enjoyment of picture. Turn to Frame 19 and have story reread orally.

Frame 21. Have pupils read words in box, noting that all words begin with identical sound. Have them identify each pictured object whose name begins with the same sound.

Frame 22. Have story read silently, then orally, by paragraph units. Have pupils predict what Mother, Jerry, and Alice will do.

Frame 23. Allow time for pupils to enjoy picture and read title of book. Turn back to Frame 22 and reread story.

Frame 24. Have pupils read words in box, noting that all words begin with identical sound. Have them identify each pictured object whose name begins with the same sound.

Frame 25. Have story read silently, then orally, by paragraph units. Have pupils try to guess what is the matter with Alice and what will happen in next frame.

Frame 26. Allow ample time for discussion of picture. Have pupils decide why Alice wanted her mother and tell of similar experiences of their own. Turn back and reread story.

Frame 27. Have pupils read words in box, noting that all words begin with identical sound. Have them identify each pictured object whose name begins with the same sound.

Frame 28. Have story read silently, then orally, by paragraph units. Have pupils guess with whom Jerry had the ride and whom they will see in next frame.

Frame 29. Allow ample time for enjoyment of picture. Let pupils recount similar experiences. Reread Frame 28.

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